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ABSTRACT

This curriculum guide, which is a product of an Arkansas project to develop employability services for displaced homemakers and others, is organized in a module format. The first section of the guide contains suggestions for teachers in organizing classes. An introduction to using the module format is given in that section with a topic outline of content. Nineteen modules follow, arranged in two divisions of pre-employability skills and personal resource management offerings. Pre-employment curriculum units cover such topics as needs assessment, interest inventories, assertiveness, responsibility, appearance, locating jobs, job applications and interviews, and managing a job. The personal resources management units cover areas of money and time management, education, skills, creativity, coping with stress, family cooperation, decision making, communication, and personal contact networks. Each module contains instructions to teacher, instructional objectives, evaluation procedures, learning activities, subject matter, and supplementary materials. Appendixes to the document contain a list of participants in the Homemakers in Transition project and samples of an agency information card, a flyer to advertise the program, and a news article. (KC)

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ED199461

CURRICULUM GUIDE FOR

(DISPLACED) HOMEMAKERS IN TRANSITION

Partial Report of Project:

Developing and Providing Multipurpose Employability Services and a Supportive Environment for Displaced Homemakers and Related Groups
February 1979 - June 1980

Dr. Reba J. Davis
Project Director

Area of Vocational Education
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Fayetteville, Arkansas

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FOREWORD

Vocational Education has an impressive history of serving the educational needs of individuals within society. Within this decade, changing social conditions have contributed to the emergence of large numbers of newly recognized groups of homemakers who have special educational needs. These are: (1) Homemakers who have not been previously employed; (2) Homemakers who are employed part-time but seek full-time employment; (3) Single heads of households who lack job skills; and (4) Women and men who wish to train for non-traditional jobs.

As is customary in the foundation of effective educational programs, basic data about the potential clientele must be documented. The findings from the needs assessment study was reported in Developing Programs for (Displaced) Homemakers in Transition, and further documented in the Final Report of the project: Developing and Providing Multipurpose Employability Services and a Supportive Environment for Displaced Homemakers and Related Groups.

This curriculum guide is based on the needs documented, what is known about the particular areas of study and education for human growth. This model education program is designed to assist teachers in beginning or continuing programs for Homemakers in Transition.

Grateful acknowledgement is given to the staff of Program Planning, Division of Vocational, Technical, and Adult Education, Arkansas Department of Education, for partial financial support and professional assistance in planning and implementing this study.

Preparation of this guide was directed by Dr. Reba J. Davis, Associate Professor, with the able assistance of Marjorie Marugg, Judith Harris and Carolyn Starr, Graduate Assistants. The teachers assisting with writing and field testing the various modules are Mary Bridges, Wynona Bryant, Helen Clark, Pearl Doyel, Frankie Fisher, Carolyn Friedl, Margaret Garner, Mary Harlan, Illa Hope, Dana Horn, Lynn Horton, Jo Howard, Marcia Johnson, Marjorie Kirby, Robbie McKinnon, Gloria Merrick, Virginia Neill, Jane Perry, Elaine Shoptaw, Sheila Terrell, Bea Tipton, Carolyn Warren, Relda Washburn, and Chris Weems.

This curriculum guide should be of interest to vocational educators and other agencies and organizations who wish to serve the needs of displaced homemakers and related groups.

Denver B. Hutson
Coordinator of Vocational Education
College of Education
University of Arkansas

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This curriculum guide is the product of many special individuals working together in a variety of ways. Each contribution to this guide is appreciated.

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To homemakers in transition involved in classes who utilized these modules in field tests, the help is greatly appreciated.

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Reba J. Davis
Project Director

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INTRODUCTION

Curriculum Guide for (Displaced) Homemakers in Transition is a product from "Developing and Providing Multipurpose Employability Services and a Supportive Environment for Displaced Homemakers and Related Groups." This project was conducted by the University of Arkansas, College of Education, Area of Vocational Education in Cooperation with the State Department of Education, Division of Vocational Technical and Adult Education, Division of Program Planning, Evaluation, Research, Curriculum, Exemplary Programs and Home Economics Education.

Curriculum module development followed a series of experimental Homemakers in Transition (HIT) programs conducted in the spring of 1979 by vocational educators, largely home economics teachers. The content outline was generated by the participants in this experimental group. The modules were written largely by those continuing teachers in cooperation with the project staff. New participants in the second phase of the HIT project made some contributions to module development. However, these new teachers were very active in field testing the modules. The persons involved in both writing and field testing the modules are listed in Appendix A. The user of this guide may wish to consult with one of these persons as you develop plans for classes.

The first section of the guide contains suggestions for teachers in organizing classes. An introduction to using the module format is given in that section with a topic outline of content.

The modules follow in the order listed on the outline arranged into pre-employability skills and personal resource management offerings.

It is anticipated that the user of this guide would have access to Developing Programs for (Displaced) Homemakers in Transition, prepared by the project staff at the University of Arkansas, Area of Vocational Education, Home Economics Education, 1980. This publication contains chapters entitled "The Displaced Homemaker Movement," "Needs of Arkansas Homemakers in Transition," "Programs Developed" and "Recommendations." Further, "Books Suggested for Homemakers in Transition" and "References Suggested for Teachers Working with Homemakers in Transition" are included. These bibliographical references are not included in this curriculum guide.

The project staff and participants believe investments of human and material resources with the displaced homemaker in transition would yield high rates of return in quality of human life and economic resource development. This publication is meant to offer assistance to others who may become interested in developing programs for displaced homemakers in transition.

Suggestions to Teachers Organizing HIT Programs

The project participants can provide many helpful hints to those teachers who are considering HIT programs. See names and locations of these teachers in Appendix A. Each of them will welcome your questions. Some questions we felt you might want answers for are given below.

1. Should I develop a HIT Program for the community in which I work? What factors should I consider?

   A. Time is essential to successful HIT programs. These programs require time for recruitment, preparation of teaching materials, community contacts, and follow-up conferences with some of the clientele. Fortunately, you do not need to do everything in the same week!

   B. Energy to manage items above.

   C. Personal commitment to helping these homemakers help themselves.

   D. Community characteristics, including potential clientele.

   E. Support from advisory council, school administration, and perhaps other vocational teachers.

   F. Others, unique to me and my situation.

2. What community contacts would I need?

   A. Department of Human Services (DHS)

   B. Employment Security Division (ESD)

   C. Educational Institutions and Agencies like Cooperative Extension Service, Public Library, CETA Programs, Economic Opportunity Agency, VoTech School, and Colleges.

   D. Community Social, Service, and Civic Organizations

3. How does the referral process work?

   As community contacts are made, arrangements are made to receive referrals of appropriate clientele to your program. At the same time,

3. How does the referral process work? (con't)

you learn of the services provided by that agency/organization in order that you may refer persons to them for that service. A sample referral card is in Appendix B. This card suggests the type of information you may need from making these community contacts.

As you work with community social, service, and civic organizations, you may find that some group actually needs a new project, and you just happen to have one! You may find that some group has a scholarship program and you may have a eligible applicant.

4. What recruitment techniques seem to work best?

A. Personal contact with frequently repeated encouragement to those who are most traumatized by their experiences. As one teacher said, "Twice is not enough." These contacts may be by telephone and/or personal visits. Members of your advisory council may be willing to assist with these contacts.

B. Flyers, flyers, flyers! A sample flyer is located in Appendix C. Teachers sent these home with elementary students and their own students. They placed flyers in public places where people congregate like laundries, public housing offices, lawyer's offices, ESD, DHS, beauty and barber shops, doctor's offices, public health clinics, and other places where people frequently go for services.

C. Mass media including newspapers, television, church bulletins, news letters, and whatever other sources are available. A sample news release is located in Appendix D.

D. Referrals from agencies and organizations.

E. HITs finding other HITs. There's nothing like a satisfied client to attract others.

5. Where do I hold the classes?

The places where people seem to go frequently are usually best. This may be the school, a community building, a church, or wherever there is a warm, friendly atmosphere; and is safe for people to go at the time of the classes.

6. How do I get started with the classes?

The first module, "Needs Assessment," is designed to be a first meeting. The objectives and learning activities are organized to help you create the learning, relating atmosphere so important to helping HITs feel at home and begin learning important things for themselves.

6. How do I get started with the classes? (con't)

The teacher-leader needs to become a "significant other" to the HIT as quickly as possible. This usually happens when the teacher is concerned about helping the HITs solve their own problems.

CAUTIONS:

A. In helping HITs, remember who owns what problems. For example, if one of your students is in a custody suit over the children, it really is the student's problem. If someone did not get the job for which they applied, it is that person's problem. These problems belong to the student. The teaching job is to facilitate learning how to solve problems.

B. Resist the temptation to give "advice." One of the reasons HITs have some of their problems is that they feel unable to make decisions about important aspects of their lives. The teacher's role is to help generate viable options and to help the HIT think through (predict) possible consequences of each option, then the decision belongs to the HIT, just as the problem does. Although I think I may know what I would do in that person's situation, in reality, I do not.

7. Should I provide child care?

Yes, at least the first time. Then depending upon the group you attract, make the decision accordingly.

8. What about teaching techniques?

There are a wide variety of teaching techniques given in these modules. However, each teacher evolves his/her own teaching style. It is important that the teacher be as open, comfortable, and human as possible while teaching this clientele. So, use the best techniques you know for involving HITs in their own learning processes.

9. Am I expected to teach this whole guide?

This guide is intended to provide some ready materials for teachers to use at their discretion. It was planned and written as a result of discovered needs of HITs. Each teacher who uses these materials is expected to do so only if these are the best you know. If your HITs have other needs, you are expected to teach to those. If you have other materials which you feel are better than these, you are expected to use them.

10. What will I get out of the HIT program if I choose to do one?

The Arkansas Vocational Visitor, published by the State Department of Education, Home Economics Education, Volume 56, Number 3, April, 1980, is devoted to the Homemakers in Transition program reports by teachers who participated in these experimental programs. These teachers and others reported many positive results to themselves and the status of Vocational Home Economics programs in their community. They felt the satisfactions of watching people grow to better their own lives. The teachers felt the challenge to offer their best skills in facilitating growth among themselves and their clientele.

11. What do I do if nobody comes to my class?

This has happened and may happen again. One motto that was used in the experimental groups: "We can afford to fail. We cannot afford to give up." So, rethink procedures, make needed adjustments, and try again.

12. How about evaluating the program?

Remember that helping people grow enough to change behavior is more than being able to verbalize facts. The behaviors you wish to see changed have been enculturated over the life-time of the HIT. Measure growth in smaller steps. Speaking out in class may be evidence of tremendous growth for some.

OUTLINE FOR HOMEMAKER IN TRANSITION CURRICULUM GUIDE

I. PRE-EMPLOYMENT CURRICULUM

A. Individual Employability Options

1. Needs Assessment
2. Interest Inventories and Skills Assessment
3. Assertiveness
4. Assuming Occupational Responsibility for Self
5. Appearance and First Impression

B. The Job Market

1. Locating Jobs
2. The Application and the Interview
3. Managing a Job

II. PERSONAL RESOURCE MANAGEMENT CURRICULUM

A. Personal Resources Management

1. Money as a Resource
2. Developing a Spending Plan
3. Time as a Resource
4. Education as a Resource
5. Skills as a Resource
6. Creativity
7. Coping with Stress
8. Family's Position in the Life Cycle
9. Decision Making

B. Interpersonal Resources

1. Communication Skills
2. The Personal Contact Network

Using the Module Format

Each module contains sufficient components for teaching a concept. The format contains objectives, evaluation procedures, learning activities, resource materials, subject matter, major generalizations, and assignments suggested for learning the concept.

The objectives are classified into the cognitive (C), affective (A), or psychomotor (P) domain with learning activities and evaluation activities designed as appropriate to that objective. Evaluation procedures and learning activities are marked by a number in parenthesis representing the number of the objective.

Example:

Instructional Objective:

(1.) Begin building positive support group.

Evaluation Procedures:

1. Willingness to exchange personal information with at least one other member of the group. Teacher observation. (1)

Learning Activities:

1. Register, make and wear name tag. (1)
2. Icebreaker - Browse at resource table, self-serve refreshments possible tour of facilities. (1,3)
8. Play game to help verbalize positive self-concept. (1,6)

In other words, the parts for teaching each objective are labeled with the objective number in parenthesis.

The major generalizations and subject matter are labeled as they coordinate with the objectives. Generalizations are marked with the number of the objective in parentnesis and the objective is restated preceeding the needed subject matter content.

This labeling procedure permits the teacher to quickly select an instructional objective and all the parts needed for teaching that particular objective by glancing through the module.

Color Coding:

The modules are color-coded to help teachers quickly recognize the various components. The following colors designate these parts:

Instructions to teacher - Goldenrod

Objectives, Evaluation - Eyetone

Learning Activities, Major Generalizations, Assignments - Yellow

Subject Matter - Green

Supplementary Materials - White

Pagination:

Each module has pages numbered separately for that module. The numbers are in the upper right corner. The teacher can instantly know how much material is in that module; for example: Page 2 of 14 or Page 5 of 22. The page numbers used for resource materials with learning activities are the unit page numbers in the upper right corner.

The numbers at the bottom of the page are used in the Table of Contents.

CLASS: Homemakers in Transition

UNIT: Individual Employability Options

CONCEPT: Needs Assessment (First Meeting)

INSTRUCTIONAL OBJECTIVES: Objectives are classified as cognitive (C), affective (A), or psychomotor (P) to the left of each number.

A 1. Begin building positive support group.

C 2. Comprehend that this series of classes is designed to help homemakers help themselves.

C 3. Comprehend the nature and content of this series of classes.

C 4. Begin to identify own specific needs.

A 5. Be aware that each person has some different and similar needs.

A 6. Acknowledge some positive aspects of self.

A 7. Be aware that teacher has real concern for the needs of people.

EVALUATION PROCEDURES*:

1. Willingness to exchange personal information with at least one other member of group. Teacher observation. (1)

2. Participants make choices about future program content in learning activity #10. (2,3)

3. Filled out needs assessment form. (4)

4. Teacher listens for indications of recognition during discussion of needs assessment. (5)

5. Teacher listens for one positive aspect of self. (6)

6. Teacher marks observable behaviors of individual recognition of teacher's concern. (7) (attached, p. 19)

*For each procedure, the number of the matching objective is given in parenthesis following the procedure.

LEARNING ACTIVITIES*	RESOURCES
1. Register, make & wear name tag. (1)	Registration sheet with name, address, phone number. Name tags, pens.
2. Icebreaker = Browse at resource table, self-serve refreshments, possible tour of facilities. (1,3)	Timely books, magazines**, refreshments, tour guide-hostess.
3. Listen to: welcome, introduction of leader. Testimonial of other HIT and review some case studies. Fill out "Let's See What We Know about Displaced Homemakers." Brief background of HIT from answer sheet and of course content. (2,3,7)	Questionnaire: What Do You Know about HIT, Handout #1, pp. 10,11,12 & Handout #2, pp. 13,14 Case Studies, pp. 8,9 or guest speaker. Handout for overview of course content. (Teacher makes up own list.)
4. Find someone you do not know. Learn some things about them in 2 minutes. Spend 2 minutes to tell other about self. Introduce your partner to group. (1)	Timer.
5. Break and social interaction. (1)	
6. Fill out needs assessment. Turn in. (4)	Needs assessment questionnaires, Handout #3, pp. 15,16, 17,18 Pencils, pens.
7. Discuss reactions to needs assessment questionnaire and share personal experiences and needs. (4,5)	
8. Play game to help verbalize positive self concept. (1,6)	"Going to California", p. 7
9. Summarize learnings. (all)	"I Learned" - open-ended statements. Written or oral.

*For each learning activity, the number of the matching objective is given in parenthesis following the learning activity.

**See Bibliography in Developing Programs for (Displaced) Homemakers in Transition

LEARNING ACTIVITIES	RESOURCES
10. Discuss plans for next meeting. (2,3)	Teacher's course outline.
11. Remind each other of next meeting, exchange telephone numbers, encourage inviting others. (1,2)	Index cards/pencils.
12. Teacher fills out checklist of Observable Behaviors after meeting.	Checklist, p. 19

MAJOR GENERALIZATIONS LEARNED*:

1. A needs assessment can help people find out more about themselves. (4)
2. There are programs designed to help homemakers help themselves. (2,3)
3. People have similar as well as different needs. (5)
4. People who have had similar experiences can help each other. (1)
5. Support groups can be a positive help in solving problems. (1)
6. Recognizing positive aspects of self contributes to positive self-esteem. (6)

A caring teacher contributes to motivation for learning (changing behavior).

ASSIGNMENTS:

1. You are responsible for reminding one other person about meeting and inviting others to come.
2. Write down questions which you would like to ask this group.
3. Look for articles or other resources that you would like to share with this group.

*For major generalizations learned, the number of the matching objective is given in parenthesis following the generalization.

SUBJECT MATTER

OBJECTIVE 1. BEGIN BUILDING POSITIVE SUPPORT GROUP.

In everyday living, each person needs positive relationships with other people for emotional support. When positive relationships are not available, for whatever reason, an individual experiences a stress situation either consciously or subconsciously.

When in addition to the stress situation, there are major life crisis situations which must be handled, the emotional strain on an individual intensifies. Most persons eligible for the Homemakers in Transition program are battling intensified stress.

Another person with similar problems, a person who has experienced similar problems, or a person expressing genuine empathy can contribute positive emotional support. As positive emotional support is felt, an individual becomes better able to use own available energy supply for personal problem solving.

A positive support can be of further help in generating possible alternative solutions in problem-solving situations.

OBJECTIVE 2. COMPREHEND THAT THIS SERIES OF CLASSES IS DESIGNED TO HELP HOMEMAKERS HELP THEMSELVES.

Frequently, as people read or hear publicity related to Homemakers in Transition Programs, erroneous impressions are formed about the purposes of the program. These erroneous impressions need to be clarified as soon as possible. In order to clarify impressions the following ideas may help:

A HIT program can:

1. Help a person to identify immediate personal needs.
2. Help a person get in touch with specific agencies and organizations for help in solving personal problems.
3. Help a person become aware of own occupational needs and interests.
4. Help individuals develop pre-employability and resource management skills.
5. Encourage a person to become more self-sufficient and independent.

A HIT program does not:

1. Get jobs for anyone, though we will teach how to find jobs and how to become employable.
2. Make anyone do anything.
3. Replace other public agencies but supplements those agencies as the needs of the individual are identified.

OBJECTIVE 3. COMPREHEND THE NATURE AND CONTENT OF THIS SERIES OF CLASSES. (Assembled by local teacher.)

OBJECTIVE 4. BEGIN TO IDENTIFY OWN SPECIFIC NEEDS.

Particularly in intensively stressful life styles, individuals have difficulty identifying own specific needs in realistic ways. Sometimes when needs are many, sorting out the most important ones to relieve is difficult.

As persons begin to hear needs that others experience, their own needs come into sharper focus. The first step in consciously fulfilling a need is to clearly identify its existence.

OBJECTIVE 5. BE AWARE THAT EACH PERSON HAS SOME SIMILAR AND DIFFERENT NEEDS.

As responses are given in learning activity #7, teacher can use specific facts in leading students to generalize this content.

OBJECTIVE 6. ACKNOWLEDGE SOME POSITIVE ASPECTS OF SELF.

Verbalizing positive aspects of self contributes to improved self concept. As one learns to tell others of positive aspects of self, one is learning to make appropriate impressions in job interviews.

OBJECTIVE 7. BE AWARE THAT TEACHER HAS REAL CONCERN FOR NEEDS OF PEOPLE.

Teacher concern has been documented as a factor affecting student performance. Teacher concern is based on basic beliefs about students. When teachers are committed to basic principles of learning and human rights as expressed later in the assertiveness unit, they behave with concern for students. Sometimes students have difficulty believing that concern, and need time to trust that teacher.

"I'm Going to California"

The children's game, "I'm Going to California," can be adapted and used as a way to verbalize positive aspect of self and as a way of reinforcing the learning of names of group members.

Members of the group sit in a circle so that everyone can see everyone else. The leader (teacher) should begin by saying own name and one positive thing about self; e.g., "My name is Helen and I'm a happy person"; "My name is Joe and I'm a good cook"; "My name is Sue and I like children." The next person in the circle says, "She is Happy Helen (Good Cook Joe, Children-Loving Sue) and my name is Virginia and I am flexible." The next person says she is Happy Helen, she is Flexible Virginia and my name is Elaine and I have a good sense of humor." This continues all around the circle.

(DISPLACED) HOMEMAKERS IN TRANSITION

Case Studies

"I have just been divorced after 37 years of marriage. I am 58 and floundering. I have no special skills and can't find a job."

"I am a widow 51 years old with a 9th grad education. I must work so I can keep my home and pay taxes. I need ideas on what kind of work could be suitable."

"After 25 years of marriage my husband abandoned us, leaving me with his business problems and a remaining dependent son. My dire straits have left me unable to get social security and ineligible for unemployment compensation. I need help to get back on my feet to support myself."

"I left the university after 2 years to marry, and have spent 30 years as a wife, mother of seven, and homemaker. I will become a displaced homemaker soon and need all the help I can get to rebuild my life."

"I live on a farm, and it's not handy to get some place for training. I have only an 8th grade education, became a widow this fall, and have 2 teenage boys. Would like some training, but if the cost is too great, my income could not afford it."

"I'm age 44, and after raising a family of three on my own for 15 years, (divorce) am facing the job market unskilled. At the present time I do housework in 2 or 3 different places a day with a broken-down car, when it fails I lose time and money. I feel I raised a fine responsible family, and now it is my turn. I am dependable and a reliable hard worker with a lot of good years left in me, and I want to be independent. I'm not asking for pity, but need help to <u>help myself</u>."

(A three-month participant in a HIT Program)

Becca was married to a successful lawyer for thirty years. They reared and educated three successful sons. When her husband turned to a young secretary for "love and companionship," a stormy divorce followed. Becca was awarded a "comfortable" alimony settlement, and she returned to her home town to reassemble the broken pieces of her life.

Becca maintained a good relationship with her sons and traveled frequently. She was uncertain as to what direction her life should take, and she seemed to be drifting aimlessly. She was extremely interested in knowing how to find a job she would like. She attended the sessions which featured interest inventories, resume writing, completing job applications, goal setting, and interview techniques.

Many years before she had worked as a switchboard operator. On a whim, she went to her local bank and applied for a job. To her surprise, she was called the very next day and asked to come to work.

Becca has been surprised how much happier she is now that she has a job. She says she didn't know when she would have looked for a job if she had not attended the Homemakers in Transition classes. Her health is such that her activities are limited to her job and her family. She now has a goal, a reason for being, and her life transition has become much smoother.

Handout #1

Let's See What We Know about Displaced Homemakers (H.I.T.)

Directions: Place letter(s) which represents most nearly correct answer in blank on left.

____ 1. Displaced Homemakers are identified by the Department of Labor as people not in the labor force. Most of them are between the ages of __ and __.
a. 25 and 60
b. 34 and 64
c. 45 and 75

____ 2. These women are frequently unprepared to enter the labor force because __ or __.
____ a. they are too lazy
b. they lack marketable skills
c. they are too old
d. they have inadequate training

____ 3. People cannot receive welfare assistance if:
a. they are more than 48 years old
____ b. they are not physically disabled
c. they graduated from high school
d. their children are too old for benefits.

____ 4. Displaced homemakers cannot obtain unemployment benefits because:
a. they engaged in unpaid labor in the home
b. they have no skills
c. they are too old
d. they did not pay into the system.

____ 5. There were about ___ million women who were heads of household in 1973. Another 22.5 million are categorized as potential displaced homemakers.
a. 15 million
b. 7.2 million
c. 5 million

____ 6. In 1975, single women headed ___ percent of all U.S. families and ___ in Arkansas.
a. 7 percent U.S.; 6.7 percent Arkansas
b. 13 percent U.S.; 10.2 percent Arkansas
c. 20 percent U.S.; 11 percent Arkansas

____ 7. In 1974, the median income of families with a female head of household was
a. $5,500
b. $6,400
c. $7,200

Handout #1 - cont'd.

____ 8. Single males head ___ percent of Arkansas families.
a. 6.7 percent
b. 4.3 percent
c. 2.6 percent

____ 9. The median age of white women heading households in 1973 was about
a. 33
b. 38.7
c. 47.9
d. 49.2

____ 10. The median age for Negro women heads of household was about
a. 33
b. 38.7
c. 47.9
d. 49.2

____ 11. Since 1960 there has been ___ in the proportion of divorced or separated female family heads.
a. decline
b. increase
c. no change

____ 12. The number of divorces ___ between 1966 and 1976.
a. increased slightly
b. more than doubled
c. tripled

____ 13. In 1973, Arkansas had over ___ female heads of household.
a. 31,000
b. 41,000
c. 51,000

____ 14. According to the 1970 census, ____ percent of Arkansas female family heads of household are below poverty level.
a. 60
b. 52
c. 47
d. 33

____ 15. About ___ percent of Arkansas male heads of household are below poverty level.
a. 20
b. 30
c. 40

____ 16. Over the past 10 years, the number of single parent families headed by women has grown ___ times as fast as two parent families.
a. two
b. five
c. ten

Handout #1 - cont'd.

____ 17. Of 415,000 women 45 years of age and over who were employed in 1972, about 18 percent had been looking for work for ___ months.
a. three
b. 4 1/2
c. six

____ 18. Only ___ percent of divorced women are awarded child support and ___ percent collected regularly.
a. 30 percent and 60 percent of those collected
b. 47 percent and 21 percent of those collected
c. 60 percent and 47 percent of those collected

____ 19. Approximately ___ percent of Arkansas women workers were employed in the service producing industries in 1970 and 1974.
a. 58
b. 62
c. 70

____ 20. Between 1950 and 1974, the number of women workers grew by nearly ___ while the number of men workers increased by 25 percent.
a. 30
b. 40
c. 50

____ 21. In 1970 the median years of school completed by Arkansas adults was
a. 9.5 years
b. 10.5 years
c. 12.1 years

____ 22. For the nation in 1970, the median years of school completed by adults was
a. 9.5 years
b. 10.5 years
c. 12.1 years

____ 23. Women are improving their educational posture as compared to men, however, in 1975, there were ___ female college graduates to every 100 comparable males.
a. 62
b. 77
c. 84

____ 24. In 1972, women earned 41 percent of all degrees at or above the B.A. and ___ percent of the doctorates.
a. 30
b. 25
c. 16

Handout #2

Fact Sheet for (Displaced) Homemakers in Transition

Spring, 1980

	Question Sheet Key
1. The term Displaced Homemaker* applies to an individual who: a. Has not worked in the labor force for a substantial number of years but has, during those years, worked in the home providing unpaid services for family members; or b. (1) Has been dependent on public assistance or on the income of another family member but is no longer supported by that income; or (2) Is receiving public assistance for dependent children in the home, especially where such assistance will soon be terminated; or c. Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. Although age range is not a part of the definition, most Displaced Homemakers are between 25 and 60 years old, and are single, widowed, divorced or separated. They are frequently unprepared to enter the labor force due to the lack of marketable skills or adequate training. They may be ineligible for welfare assistance if they are not physically disabled or if their children are too old for benefits. The female displaced homemaker will be ineligible for unemployment benefits since she engaged in unpaid labor in the home; therefore did not pay into the system.	1,2,3,4
2. Most sources estimate there were more than 7.2 million women who were heads of household in 1973. Another 22.5 million are categorized as potential displaced homemakers.	5
3. Single women head 13 percent of all American families. Females head 10.2 percent of Arkansas families, ranging from 6.7 in the Northwest to 11.0 in the Southwest.	6
4. In 1974, the median income of families with a female head of household was $6,400.	7
5. Single males head 2.6 percent of Arkansas families.	8
6. The median age for white women heading households in 1973 was 47.9 years, a five year decline in age since 1960.	9

*Same as Homemaker In Transition.

Handout #2 - cont'd.

	Question Sheet Key
7. The median age for Negro women heading households in 1973 was about 38.7 years, 9 years younger than the white counterpart.	10
8. Since 1960 there has been a decline in the proportion of widowed female family heads, and an increase in the divorced or separated female family heads.	11
9. The number of divorces more than doubled between 1966 (499,000 divorces) and 1976 (1,077,000 divorces).	12
10. In 1973, Arkansas had over 51,000 female heads of household.	13
11. According to the 1970 census, 47% of Arkansas female heads of household are below poverty level.	14
12. About 20 percent of Arkansas male heads of household are below poverty level.	15
13. Over the past 10 years, the number of single parent families headed by women has grown 10 times as fast as two parent families.	16
14. Of 415,000 women 45 years of age and over looking for employment in 1972, 18% had been looking for six months or more.	17
15. Only 47% of all divorced mothers are awarded child support. Only 21 % collect support regularly.	18
16. Approximately 58 percent of Arkansas' women workers were employed in the service-producing industries in 1970 and 1974. The other 42 percent were involved in the production of goods.	19
17. Thirty percent of the unemployed women looking for part-time jobs are 55 years old and older.	
18. Between 1950 and 1974, the number of women workers nearly doubled while the number of men increased by one-fourth.	20
19. In 1970 the median years of school attained by Arkansas adults was 10.5. For the nation, the median years of school was 12.1.	21,22
20. Women are improving their educational posture as compared to men; however, in 1975, there were 77 female college graduates for every 100 comparable males.	23
21. In 1972, women earned 41 percent of all degrees at or above the B.A. level and 16 percent of the doctorates.	24

Handout #3

1979-80 Homemaker in Transition Questionnaire

NAME _____

ADDRESS _____

PHONE NO. _____

Questionnaire No. ___

Arkansas District (Mark One)
___1. Northwest ___3. Northeast
___2. Southeast ___4. Southwest
___5. Central

We would appreciate your answering the following questions. Your name will be detached, and all information will be kept confidential. Please mark one item in each category.

1. Are you: (1) Single ___; (2) Married, living with spouse___; (3) Separated ___; (4) Divorced ___; (5) Widowed ___.

2. If you are living with your partner, is your partner: (1) Employed full time ___; (2) Employed part time ___; (3) Retired ___; (4) Disabled ___.

3. Have you ever been employed? (1) yes ___; (2) no ___

4. Are you employed now? (1) yes ___; (2) no ___

5. If employed, are you satisfied with your employment? (1) yes ___; (2) no ___

6. If employed, do you work: (1) Full time ___; (2) Part time ___; (3) Temporary ___

7. If unemployed, do you desire to work? (1) yes ___; (2) no ___

8. Are you looking for a job now? (1) yes ___; (2) no ___

9. If unemployed, when were you last employed? (1) One month ___; (2) Six months ___; (3) One year ___; (4) Longer ___

10. If unemployed, how long have you been looking for a job? (1) One-six months ___ (2) Six-12 months ___; (3) 12-24 months ___; (4) Longer ___

11. Have you ever taken a class or trained for a job or occupation? (1) yes ___; (2) no ___

12. If you have taken training, how long ago was it? (1) One-three years ___; (2) Three-five years ___; (3) Five-ten years ___; (4) Or more years ___

13. If you have had training was it: (1) Secretarial ___; (2) Clerical ___; (3) Business ___; (4) Cosmetology ___; (5) Related medical fields ___; (6) Transportation ___; (7) Electrical ___; (8) Teaching ___; (9) Other (specify) _____

Handout #3 - cont'd.

14. What is your education level? (Mark the highest level only)
(1) Grade school ___; (2) Some high school ___; (3) High school graduate ___; (4) Some college ___; (5) Trade school ___; (6) College graduate ___; (7) Graduate degree ___

15. What is your age? Are you in your: (1) 20s ___; (2) 30s ___; (3) 40s ___; (4) 50s ___; (5) 60s ___

16. Approximately what is your yearly income? Is it: (1) Less than $4000 ___; (2) Between $4-7000 ___; (3) Between $7-10,000 ___; (4) Over $10,000 ___

17. Do you have dependent children whom you support? (1) yes ___; (2) no ___

18. If yes, above, how many children do you support? (1) One child ___; (2) Two children ___; (3) Three children ___; (4) Four children ___; (5) More ___

19. Do you support an adult other than yourself? (1) yes ___; (2) no ___

20. If yes, above, how many adults do you support? (1) One adult ___; (2) Two adults ___; (3) Three adults ___; (4) Four adults ___; (5) More adults ___

The questions below deal with problems homemakers often face and may need help in solving. Please mark the areas where you need help.

21. Do you need help with legal problems? (1) yes __; (2) no __
If yes, specify: a Divorce __ ; b Child support __; c Wills __;
d Other (specify) _____

22. Do you need help with financial counseling? (1) yes __; (2) no __
If yes, specify: a Income budgeting __; b Taxes __; c Utilities __;
d Banking __; e Investments __; f Other (specify)_____
_____

23. Do you need help with counseling for personal problems? (1) yes __; (2) no __
If yes, specify: a Divorce counseling __; b Marital counseling __;
c Coping with stress __; d Other (specify) _____

24. Do you need help with medical problems? (1) yes __; (2) no __
If yes, specify: a Medical needs __; b Dental work __; c Vision needs __

25. Do you need housing assistance? (1) yes __; (2) no __
If yes, specify: a Want to relocate __; b Information on buying a house __;
c How to secure low income housing __; d Other (specify)
_____

26. Is transportation a problem for you? (1) yes __; (2) no __
If yes, specify: a Transportation to job or services __; b Maintenance __;
c Other (specify) _____

Handout #3 - cont'd.

27. Do you need educational and vocational assistance? (1) yes __; (2) no __
If yes, specify: a Retraining __; b New job skills __; c Continuing education __; d Other (specify) _____

28. Do you need help with the family and children? (1) yes __; (2) no __
If yes, specify: a Childcare __; b Behavior problems __; c School problems __; d Other (specify) _____

Directions for items 29-43: Circle the letter which indicates how true each statement is for you.

	TRUE	MORE TRUE THAN FALSE	MORE FALSE THAN TRUE	FALSE
29. I need to find adequate child care while I am working.	T	t	f	F
30. I need help setting clear and attainable goals.	T	t	f	F
31. I want information about various kinds of occupations	T	t	f	F
32. I want information about a particular occupation. If true, specify _____	T	t	f	F
33. I need job counseling to help me decide what kind of job I want.	T	t	f	F
34. I need to learn job seeking skills. (How do I find the job I want?)	T	t	f	F
35. I need to learn to write a job resume.	T	t	f	F
36. I need to learn how to prepare myself for an interview.	T	t	f	F
37. I need job training.	T	t	f	F
38. I have guilt feelings about leaving my children (or husband/wife) at home while I am working.	T	t	f	F
39. I have a fear of failure.	T	t	f	F
40. I fear competition.	T	t	f	F
41. I want to participate in a support group with other persons experiencing employment problems.	T	t	f	F
42. I need to build self confidence.	T	t	f	F
43. I want to learn to be more independent.	T	t	f	F

Handout #3 - cont'd.

44. Do you know anyone who fits our group who might be interested in letting us talk to them? (1) yes __; (2) no __

45. If the answer above is yes, would you please give us their name:

_____

Checklist for Identifying Behaviors Reflecting

Awareness of Teacher Concern

Directions: Write student name in left column. Check, at convenient time, the boxes appropriate for each student behavior observed during meeting. Other categories of behavior may be added in open boxes if you wish. If more than a check mark is needed for your purpose, a rating scale of 1-5 might be used.

Participant NAME	Socialize with others	Interact with group members	Exchange phone # with another person	Shared personal experiences	Stayed through meeting	Participated in class activities suggested by teacher	Positive non-verbal responses to teacher			

CLASS: Homemakers in Transition

UNIT: Individual Employability Options

CONCEPT: Interest Inventories and Skills Assessment

INSTRUCTIONAL OBJECTIVES: Objectives are classified as cognitive (C), affective (A), or psychomotor (P) to the left of each number.

C 1. Identify self qualities through use of psychological tests and self evaluation.

C 2. Identify individual employability interests and skills.

C 3. Identify marketable skills cultivated through homemaking.

EVALUATION PROCEDURES*:

1. Filled out forms and checklists provided by teacher. (1)
2. Willing to share self awareness gained. (1)
3. Took the tests at ESD office and participated in counseling follow-up. (2)
4. Verbally identified some interest and skills that could help in obtaining a job. (2)
5. List skills for resume. (3)

*For each procedure, the number of the matching objective is given in parenthesis following the procedure.

LEARNING ACTIVITIES*	RESOURCES
1. Fill out self evaluation forms. (1)	*Occupational Preference Checklist, Handout #1, p.6. *Work Preference Continuum, Handout #2, p.7. *Career Tasks Mystery, Handout #3, p.8. *Physical Capacity & General Health Checklist, Handout #4, p. 9. *Self-Analysis, Handout #5, p.10.
2. Share reactions to forms used. (1)	
3. Make arrangement to take an interest test such as Strong Campbell Interest Inventory, Kuder Occupational Interest Test, California Occupational Preference Systems Test, or others. (2)	VoTech school counselor High school counselor College counselor Local ESD office
4. Make arrangements to take the General Aptitude Test Battery (GATB). Followup counseling should follow both tests. (2)	
5. Use pen and pencil and other activities to determine personal skills. (3)	*Potential Employment Skills Inventory Based on Homemaking Experiences, Handout #6, p. 11. *Bolles Trio Exercise, Activities #7,8,9, p. 12.
6. Summarize interests & skills and list several job possibilities that might be suited to them. (2,3)	Dictionary of Occupational Titles or Long List of Job Classifications from ESD. Want Ad Sections of papers.

*For each learning activity, the number of the matching objective is given in parenthesis following the learning activity.

MAJOR GENERALIZATIONS LEARNED*:

1. An interest inventory and self evaluation can help one determine what is important to oneself. (1,2)

2. An honest self analysis of interests and skills can help one choose a job that would provide the greatest satisfaction. (1,2)

3. HITs already have some skills/interests which may help them in finding a job. (2,3)

4. Use of inventories and exercises can give a clearer picture of self qualities which can be related to the world of paid employment. (1,2,3)

5. If one enjoys what one is doing, one will probably do it well. (1,2)

ASSIGNMENTS:

1. Make arrangements to take an interest test as suggested in Learning Activity #3.

2. Make arrangements to take the GATB as suggested in Learning Activity #4.

*For major generalizations learned, the number of the matching objective is given in parenthesis following the generalization.

SUBJECT MATTER

OBJECTIVE 1. IDENTIFY SELF QUALITIES THROUGH USE OF PSYCHOLOGICAL TESTS AND SELF EVALUATION.

Most people enjoy learning more about themselves by taking tests and filling out checklists. The attached forms are just suggestions. By keeping an eye open a teacher can find quizzes in current publications or can order them from various companies (The guidance counselor would have addresses). Handouts 1,2,3,4 and 5 are example handouts. They should be followed by sharing of reactions to the forms. Emphasize the positive learnings.

OBJECTIVE 2. IDENTIFY INDIVIDUAL EMPLOYABILITY INTERESTS AND SKILLS.

The Strong-Campbell Interest Inventory, Kuder Occupational Interest Test, General Aptitude Test Battery, California Occupational Preference Systems and similar tests should be given by people trained to give these tests and the results should be interpreted by a counselor or other trained personnel. Arrangements to give these tests can usually be made through the local ESD office, vo tech school, or possibly through a school counselor. Since scoring of the test takes quite some time, it is suggested that arrangements be made to take the tests 4 to 6 weeks before results are used in class. The interest tests results could be handed out and discussed in class. The results of the GATB should be given and discussed privately.

OBJECTIVE 3. IDENTIFY MARKETABLE SKILLS CULTIVATED THROUGH HOMEMAKING.

In use of the "Potential Employment Skills Inventory Based on Homemaking Experiences," the teacher needs to have thought through each heading and be ready to give examples to get the HITs started. Some will have more

trouble than others so circulate and help those who seem to need it. Have them include even minor tasks as they too generate skills. Activities 7, 8, and 9 should be carried out in a warm, open atmosphere that emphasizes the positive.

To assist with the summarization of interests and skills and matching them to jobs the teacher might collect want ads from assorted newspapers for several weeks before the class and have these available plus a list of the more common jobs available in local area. The Dictionary of Occupational Titles (DOT) is nice to have on hand but could be a little overwhelming to most HITs at first.

Handout #1

Self-Evaluation: Occupational Preference Checklist

Directions: Please (✓) the columns which most nearly describe your preferences about working conditions.

Do you like to work with:	All the Time	Most of the Time	Some of the Time	Never	No Experience
no one					
individuals					
small groups					
large groups					
women					
men					
teenagers					
young children					
babies					
animals					
mechanical things					
electrical things					
crafts					
numbers					
computer printout					
your own ideas					
ideas of others					
Would you prefer work that:					
is routine					
frequently changes					
requires creativity					
requires sitting or standing					
requires activity					
is at night					
is during the day					
is at different times on different days					
is in one place					
requires limited travel					
requires travel in a wide area					
is indoors					
is outdoors					
is in an office					
is in a factory					
is in a store					
is in a laboratory					
is in a medical facility					
is in a school					
requires no further training					
requires further training					

Handout #2

Work Preference Continuum*

1. Like to work in a group — Like to work by myself

2. Like regular, routine work — Like change & creativity

3. Like to take risks — Like to play it safe

4. Like to see results, now — Results can come later

5. Can't take pressure — Work best under pressure

6. Like to work in a large company — Like a small company or alone

7. "Doer" - active — "Thinker" - planner

8. Give orders — Take orders

9. Prefer to work with data — Prefer to work with people

10. Plan carefully every detail — Rush in with no planning

11. Confront crisis — Ward off, avoid crisis

12. Must succeed — Can accept failure

*Adapted from Life Work Planning, 4th ed. by Kiru, Arthur G. & Kim Marie O'Donahoe. pp. 68-69.

Handout #3

Career Tasks Mystery

For this mystery game, you are to write down clues about an employee who works in a job that is interesting to you. The clues can be written as if they were sentences that the worker would use on the job. Next, you will read your clues to the class (or small group). Divide the clues into three sets: (1) general statements, (2) more specific statements, and (3) "dead giveaway" statements.

To write your clues, you will want to think about tasks the worker performs, his or her manner of dress or uniform, tools and equipment, work setting, and coworkers. People who can guess the occupation with the first set of general clues earn 3 points, with the second set of clues 2 points, and with the third set 1 point.

Read the example given below. Think about the job you will describe. Use the left side of the paper to write out sentences the worker might use on the job. Rank these according to the three categories named above. Be ready to read from the first set of clues. Pause after each clue to see if anyone guesses.

Example: A. General Clues. (1) "I work outside or inside." (2) "I use hand tools on my job." (3) "I learned the skills for my trade in a vocational program." (4) "There are more women working in this type job than there were ten years ago." B. More Specific Clues. (1) "I wear special coveralls to keep tools handy and to protect my regular clothing from getting dirty." (2) "I use oral communications on my job, rather than written communications." (3) "I work for a large construction company." (4) "I was self-employed, while still using my trade, and then I used written communications more." C. "Giveaways." (1) "I use hammer and nails." (2) "I receive oral instructions from my boss when I'm told what to build." (3) "I build houses and remodel buildings." (4) "This job title begins with a 'c' and ends with an 'r' and has nine letters." (answer - CARPENTER)

CAREER CLUES FOR WRITING SENTENCES	CAREER CLUES ON OTHER MYSTERIES

Handout #4

Physical Capacity and General Health Checklist*

1. Rate your present general health situation:
   ___ Excellent ___ Fair
   ___ Good ___ Poor

2. What did you base your rating on?
   ___ Physical exam in last 6 months
   ___ Physical exam in last year
   ___ Seldom ill
   ___ Frequently ill
   Other factors (please specify)
   _____
   _____

3. Rate your present energy level:
   ___ Excellent ___ Fair
   ___ Good ___ Poor

4. What factors do you feel influence your present energy level?
   _____
   _____

5. Check your health concerns:
   ___ Excessive use of nonprescription drugs
   ___ Excessive use of prescription drugs
   ___ Excessive use of alcohol
   ___ Excessive use of tobacco
   ___ Excessive use of stimulants (coffee, tea, colas)
   ___ Longstanding underweight
   ___ Acute recent underweight
   ___ Longstanding overweight (___ lbs.)
   ___ Longstanding nervousness
   ___ Recent nervousness
   ___ Poor nutrition
   ___ Poor sleep habits
   ___ Lack of regular exercise
   ___ Frequent periods of depression
   ___ Occasional periods of depression
   ___ Unexplained anxiety
   ___ Other concerns

6. Date of last physical exam: ___(yr.)

7. Date of last dental exam: ___(yr.)

8. Date of last eye exam: ___(yr.)

9. What physical handicaps must you consider in employment choices? (ex: heart condition)
   _____
   _____

10. What knowledge do you feel would help you in maintaining or improving your health?
   ___ Nutrition
   ___ Exercise
   ___ Diet
   ___ Drug and/or alcohol abuse
   ___ Mental Health
   ___ Other

*Modified from Osborn, Ruth Helm. Developing New Horizons for Women. New York: McGraw-Hill Book Co., 1977, pp. 81-83.

Self-Analysis*

Directions: Circle, fill in the blank or check as applies to you.

Interests

Group	Individual
With people	With things
Intellectual	Artistic
Active	Quiet
Creative	Mechanical
Competitive	Preplanned
Outdoor	Indoor
Musical	

Personal Habits

Accurate	Careless
Friendly	Solitary
Cheerful	Moody
Lazy	Industrious
Tactful	Quick-Tempered
Organized	Disorganized
Reliable	Unreliable
Disciplined	Imaginative
Dependable	Irresponsible
Persistent	Flighty

Skills

	Good	Fair	None
Routine work			
Detail work			
Mechanical			
Creative			
Leadership			
Work in groups			
Work on my own			
Work under supervision			
Work under pressure			
Concentration			
Quick to learn			
Problem-solving			

Training

	Good	Fair	None
English			
Math			
Social Studies			
Science			
Languages			
Artg			
Music			
Other ___			
Office machines			
Accounting			
Stenography			
Typing, wpm			
Shorthand, wpm			

Activities:

Clubs _____

Hobbies _____

Sports _____

Other _____

_____

Special Interests:

_____

_____

_____

_____

Why I Want a Job

To have a career	To meet people
To earn money	To learn about business

Are my interests generally active & social? ___
Are my interests generally quiet & solitary? ___
Is my training broad & specialized? ___
Do I like to sell? ___

Do I like to take responsibility? ___
Do I prefer close supervision? ___
Do I like working alone or with people? ___
Do changes and interruptions upset me? ___

*Modified from Whitcomb, Helen and Rosalind Lang, A Portfolio of Activities for Today's Woman. New York: McGraw-Hill, 1976, p. 123.

Handout #6

Potential Employment Skills Inventory

Based on Homemaking Experiences

List under each heading as many activities as you can think of that you have done in this area. Under skills list any skills you think this activity requires.

In the kitchen	Skills
Example activity: Planning Meals & Buying Food	Management of Money
Cooking	
Repairing Small Equipment	Ability to Repair
Arranging and Keeping Cabinets	

In the bedroom

Example activity: Making Beds
Selecting Durable Products

In the bathroom

Example activity: Sanitary Practices

In the living room

In the dining room

In the laundry

In the garage

In the yard

Raising children

List activities in community

Organization memberships (list offices held)
Volunteer activities

Activity #7

Bolles Trio Exercise*
(for help in identifying skills)

Ask each person to write in detail about a past achievement. Tell them to write the story as if telling it to a child. Therefore, it must be very clear and include many details. Once the story is written, groups of three are formed. In each group one person reads own story and identifies some of the skills used. Afterward, the other two people add to the list of skills used. Next they read their stories and the process is repeated.

This helps the homemaker begin to see own skills. The fact that others confirm them and perhaps add some that were missed makes this a valuable exercise.

Note to Teacher: Persons should not be forced to participate.

Activity #8

Have HITs write past experiences they feel were important. Then identify certain factors in those experiences that made them important, such as: I felt that what I did was important; I like to try new things; I gained the respect of others; I felt I was needed. Have HITs analyze these feelings to see if they could be transferred to job options.

Activity #9

In small groups (4-6) each participant shares with other groups members some past work experience. The group then gives feedback about skills the person must possess to have done the work experience and how these skills can transfer to other work experiences.

*Summarized from Bolles, Richard. What Color Is Your Parachute? Berkeley, California: Ten Speed Press, 1975.

CLASS: Homemakers in Transition

UNIT: Individual Employability Options

CONCEPT: Assertiveness

INSTRUCTIONAL OBJECTIVES: Objectives are classified as cognitive (C), affective (A), or psychomotor (P) to the left of each number.

C 1. Differentiate among assertive, non-assertive, and aggressive behavior patterns.

A 2. Believe that assertiveness is a personal right.

C 3. Realize that feelings are expressed through verbal language and non-verbal behavior.

C,A 4. Behave assertively in at least one situation.

C,A 5. Recognize potential consequences of responding assertively.

C 6. Relate decision-making processes to effective management of personal responses and behavior patterns.

EVALUATION PROCEDURES*:

1. Following a role play situation participant correctly identifies behavior responses as assertive, non-assertive, or aggressive. (1)

2. Participant actively engages in a situation outside the classroom where assertive behavior is practiced. (2,3,4)

3. Participant reports and evaluates situation outside classroom in which assertive behavior was used. (1,2,3,4)

4. After listening to realistic situations involving decisions about a consumer purchase or personal interaction with another person, the participant will outline a solution or response using the decision-making process. (1,2,3,5,6)

*For each procedure, the number of the matching objective is given in parenthesis following the procedure.

LEARNING ACTIVITIES*	RESOURCES
1. Browse.	Assemble for browsing as many items as possible from attached bibliography.
2. Respond with own definition of assertiveness, non-assertiveness, aggression. (1)	"Brainstorm."
3. Listen to leader describe the differences between assertiveness, non-assertiveness, and aggression. Establish definitions for these behavior responses. (1)	Subject Matter Details, pp. 4,5,6.
4. Discuss basic human rights. (2)	Subject Matter Details, p. 6 . Handout #1, p. 12.
5. Study Response Styles Inventory. Role play situations using verbal and non-verbal language for each type of response. (3)	Subject Matter Details, pp. 6 . Handout #2, p.13.
6. Fill out Assertiveness Inventory.(1,2,3)	Handout #3, pp. 14,15.
7. Respond to Inventory with role play and discussion. (1,2,3)	Discussion questions attached, p. 16.
8. Discuss and make note of assignment. (4)	Subject Matter Details, p. 7,8.
9. Establish pros and cons of responding assertively. (5)	Subject Matter Details, p. 8,9.
10. Review and practice using the decision-making process. (6)	Subject Matter Details, p. 10. Activity, p.17.

*For each learning activity, the number of the matching objective is given in parenthesis following the learning activity.

MAJOR GENERALIZATIONS LEARNED*:

1. Assertiveness is a positive, socially appropriate way of expressing feelings. (1)

2. Assertive behaviors are human rights. (1,2)

3. Interpersonal communications are improved when appropriate response styles are used. (1,2,3)

4. Assertive behavior is a skill that improves with practice. (1,2,3,4)

5. Assertive behavior is dependent upon a balance of personal rights and rights of others. (1,2,3,4,5)

6. Managing one's own response (behavior) pattern is a daily process. (6)

ASSIGNMENTS:

1. Report to class situations experienced where assertive behavior was considered and/or tried and the ensuing consequences.

2. Report a situation where you might have changed the consequences if you had behaved more assertively or less assertively.

3. As our class continues, report your progress in behaving more assertively in situations where you feel your rights are being ignored.

*For major generalizations learned, the number of the matching objective is given in parenthesis following the generalization.

SUBJECT MATTER

OBJECTIVE 1. DIFFERENTIATE AMONG ASSERTIVE, NON-ASSERTIVE, AND AGGRESSIVE BEHAVIOR PATTERNS.

(After introduction to lesson, teacher may desire to use the "definitions," p. 5 , and the list of "basic human rights," p. 12, as handouts.)

No matter how independent and successful our society is becoming, there are recesses in our lives where we find ourselves 1) still hesitant to claim our rights, 2) still anxious about our feelings, 3) unable to respond to anger, and above all, 4) frustrated by the powerlessness we endure in our relations with authority figures and families. Experiencing success in life is largely dependent upon our skill in interpersonal communications: how we face new places and people; how we relate to others; how we approach and take advantage of opportunities; how willing we are to take risks; how capable we are of communicating our feelings and desires.

Assertive behavior is an honest and socially appropriate expression of feelings, whether they be positive or negative. Being assertive can help us to communicate better, improve our relationships, satisfy our needs, and like ourselves more. Assertiveness leads to self-confidence and opens doors to more choices, more independence, more strength, and more control over our own lives. Being assertive does not guarantee that we will get everything we want, but assertive people are more likely to have a satisfying life because they are better equipped to get what they want out of life, both socially and materially.

Other advantages of becoming assertive are: tranquility; self-control; self-respect; respect of others; freedom to be direct rather than being

dependent upon others to pick up the indirect clues to what we think or want; responsibility for one's own decisions and behavior; and decision making power.

Definitions

Assertiveness - The intent of assertive behavior is to communicate honestly and directly. Assertive behavior honestly expresses one's human rights as an individual person without violating the rights of another. It is an honest effort to clarify and stabilize boundaries between one's individual rights and those of another.

Example: When a friend asked to borrow Judy's new motorcycle for a trip, she responded assertively by saying, "I appreciate your need for transportation, but the motorcycle is too valuable to me to loan."

Non-Assertion - The intent of non-assertion is to avoid conflict altogether by giving in to others' wishes, thus becoming a victim of the aggressor. Non-assertive behavior dishonestly expresses one's own rights, thus not maintaining the boundaries between one person's rights and those of another. Non-assertion allows one's boundaries to be restricted by another.

Example: In Judy's case, a non-assertive response would have been to loan the motorcycle fearing that her friend might see her as petty or distrustful, and then spend the rest of the afternoon wishing she had not done so.

When we are assertive, we make choices ourselves without harming or being harmed by others.

Aggression - The intent of aggressive behavior is to dominate, to get one's own way at the expense of others. This type of behavior occurs where one person invades the other person's boundaries of human rights.

Example: In Judy's case, a reply such as "Certainly not!" or "You've got to be kidding!" would violate the other person's right to courtesy and respect.

OBJECTIVE 2. BELIEVE THAT ASSERTIVENESS IS A PERSONAL RIGHT.

Becoming assertive is an ongoing process. Part of that process is building an awareness of your rights. Based on the premise that individuals have the right to decide their own behavior, consider the list of "Basic Human Rights" attached on page 12 and discuss the responsibility for accepting the consequences of exercising those rights. In asserting our rights it is always important to remember that other people have rights too. It is important to be straight forward, but it is also important to be flexible.

OBJECTIVE 3. REALIZE THAT FEELINGS ARE EXPRESSED THROUGH VERBAL LANGUAGE AND NON-VERBAL BEHAVIOR.

Assertiveness training is based on the theory that our social behavior is learned. Therefore, it can be unlearned and replaced by new, more rewarding behavior. In order to change a behavior pattern, one must be familiar with the various response styles (assertive, non-assertive, or aggressive) for expressing certain types of emotion. See Handout #2, "Response Styles Inventory," p. 13.

Inner thoughts and feelings can be expressed in two ways: 1) through the use of "direct clues," i.e., verbal language (words) or 2) by the use of

"indirect clues," i.e., non-verbal language (actions, body language). Using non-verbal language involves the risk of being misinterpreted and leaves a person vulnerable and dependent on others to "pick up" on that person's wants and meanings.

"Playing games" is an indirect, manipulative form of non-assertive behavior, where the player tries to get what he/she wants without asking for it. This practice is dishonest and includes indirect and unclear communication. There are five games which people play. The titles are self explanatory.

Game 1. The Sufferer, or "After all I've done for you...."

Game 2. Uninvolved, or "It doesn't matter to me, whatever you want...."

Game 3. The Wet Blanket, or "I won't fight but I won't give you satisfaction either."

Game 4. The Saboteur, or "I'll go through the motions of doing what you want, but I'll silently fight your request every step of the way. If I don't get what I want, watch out...I may find some way to get even."

Game 5. The Seductress, or "Poor little me needs big, strong, handsome you."

Games waste time and energy. Assertive behavior can provide the environment for clear understanding of yourself and better insight into others, and the opportunity for direct, honest expression.

(Participants should now fill out "Assertiveness Inventory.")

OBJECTIVE 4. BEHAVE ASSERTIVELY IN AT LEAST ONE SITUATION.

Part of the process in developing assertiveness involves practicing this new skill and remembering that people can make mistakes. A main assertiveness problem usually occurs when responding suitably to authoritarian

behavior in others.

If a person refrains from acting assertively with persons in positions of authority (or people who act more authoritative than the person feels he/she is) then, a person is probably selling self short and allowing personal rights to be infringed upon. Saying "no" or refusing a request without apologizing and without feeling guilty is difficult for most of us because it conflicts with what we've learned from society. If we do not learn to assert ourselves by saying "no" we will find ourselves doing many things we don't want to do, participating in a frenzy or activities to which we have become overcommitted or avoiding people and situations which might lead to requests or demands on our time.

Assertive training will 1) help break repressive molds, 2) help people shake off self-defeating ways in favor of healthier assertive ones, 3) help develop self-esteem, 4) help people to take responsibility for their own life, and 5) help a person to know how he/she feels, say what one means, and get what one wants.

After completing learning experiences 6 and 7, an assignment is appropriate. Ask each person to behave assertively in some situation between now and next meeting; record results on paper; and share with the group at the next session.

OBJECTIVE 5. RECOGNIZE POTENTIAL CONSEQUENCES OF RESPONDING ASSERTIVELY.

Change is not easy and it can come only from within. It is important to think about what will be given up or gained if change occurs. Patterns of personal change vary. One person may try to become assertive in all

situations at once and may forget about the important rights of others. Soon you have a "Pushy Patsy." Another person may forget own rights and become overly conscious of everyone else's rights. Now you have a "Mushy Mary." Responding to the rights of others while remembering one's own rights creates a healthy, well balanced individual that we might call "Assertive Alice."

When developing better communication patterns with others, a person may choose not to be assertive if:

(1) the risks involved are too great.

(2) the results are not worth the time or energy it takes.

(3) the cost to the other person outweighs the benefits.

(4) the other person has already changed his/her behavior.

However, a person may choose to behave assertively because he/she realizes being assertive:

(1) is respectful of one's own self and others.

(2) leads to better feelings on both sides.

(3) gives more control over one's own behavior.

(4) works better than non-assertion or aggression.

(5) provides more responsibility, independence, and power to choose.

(6) means increased calm or peace of mind.

(7) helps one communicate what one is, feels, thinks, and wants.

Most people experience a kind of pendulum swing and they vacillate back and forth testing and experimenting with their own feelings while observing the effects of assertiveness on others.

OBJECTIVE 6. RELATE DECISION-MAKING PROCESSES TO EFFECTIVE MANAGEMENT OF PERSONAL RESPONSES AND BEHAVIOR PATTERNS.

Review of the decision-making process:

*Inquiry

1. Analyze situation.
2. Identify problem.
3. Generate possible alternative solutions (collect and analyze data).

*Valuing

4. Identify values concerned.
5. Identify priority values.

*Decision

6. Consider possible consequences of each alternative solution.
7. Select alternative which provides most positive possibilities/ fewest negative possibilities in achieving desired solution to problem.

*Action

8. Act on decision.

NOTE: Additional information on the decision-making process can be found in unit, "Decision Making as a Personal Resource."

A person who is consciously seeking to develop and improve assertiveness skills must make daily decisions concerning personal behavior responses. Some of these decisions are automatic (spontaneous), but most require time, thought, opinion, and action. Use of the decision-making process can increase a person's potential to make more effective decisions.

References for subject matter:

Bloom, Lynn Z., Karen Coburn and Joan Pearlman. The New Assertive Woman, Dell Publishing Co., 1975.

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Handout #1

Basic Human Rights

Based on the premise that individuals have both the right to decide their behavior and the responsibility for accepting consequences of that behavior, the following samples of human rights are listed*:

To have and express own feelings and opinions

To refuse requests without having to feel guilty or selfish

To consider own needs

To consciously set own priorities

To change

To decide what to do with own property, body, and mind

To make mistakes -- and be responsible for them

To ask for what you want (if you are willing for the other person to say no)

To ask for information

To choose not to assert yourself

To maintain your dignity by being properly assertive -- even if the other person feels hurt -- as long as you do not violate the other person's basic human rights

To be independent

To be successful

To have rights and stand up for them

To be left alone

To be treated with respect and dignity

To be listened to and taken seriously

To get what you pay for

To initiate a discussion of the problem with the person involved and so clarify it, in borderline interpersonal cases where the rights involved are not so clear.

*Modified from list in Assertiveness Training by Colleen Kelley, p. 66.

Handout #2 (optional)

Response Styles Inventory

(Handout may be made from this section.)

Each response may be recognized in a given situation through (1) the type of emotion experienced, (2) the non-verbal behavior expressed, and (3) verbal language used.

Response Style	Type of Emotion: Tension & Anxiety	Non-verbal Behavior	Verbal Language
Assertive	Is aware of & deals with feelings as they occur. Tension is kept within a normal constructive range.	Independent of inter-dependent. Good eye contact, stands comfortably, strong, steady tone of voice.	"I" statements "I think" "I feel" "I want" Cooperative words, "let's"
Nonassertive	Internalize feelings of fear, anxiety, guilt, depression, fatigue, nervousness.	Self-effacing, dependent. Downcast eyes.	"maybe" "I guess" "don't you think" "uh" "well" "you know"
Aggressive	Anger, rage, misplaced hostility, loudly & explosively expressed. May reflect previous fear, guilt or hurt.	Other-effacing and counter-dependent, glaring eyes, leaning forward, pointing a finger. Raised, snickering, or haughty tone of voice.	"you'd better" "if you don't watch out" "should" "bad" sexist or racist terms

Handout #3

Assertiveness Inventory*

Many people feel varying degrees of discomfort in handling interpersonal situations requiring them to assert themselves in some way. Please indicate your degree of discomfort in the space provided before each situation below. Use the following scale to indicate degree of discomfort. For example, if you feel a little discomfort when complimenting a friend, mark 2 in the space before the situation below.

1 = none
2 = a little
3 = a fair amount
4 = much
5 = very much

Then go over the list a second time and indicate after each item the probability or chance of your displaying the behavior in a situation. For example, if you rarely apologize when you are at fault, you would mark a "4" after that item. Use the following scale to indicate response probability:

1 = always do it
2 = usually do it
3 = do it about half the time
4 = rarely do it
5 = never do it

Degree of Discomfort	Situation	Response Probability
_____	1. Refusing a request to borrow something you value (car, money, etc.)	_____
_____	2. Complimenting a friend	_____
_____	3. Asking a favor of someone	_____
_____	4. Resisting sales pressure	_____
_____	5. Apologizing when you are at fault	_____
_____	6. Refusing a request for a meeting or date	_____
_____	7. Admitting fear and requesting consideration	_____
_____	8. Telling a person you know intimately when she/he says or does something that bothers you	_____

*Modified from Gambrill, Elaine D., and Richey, C.A., "An Assertion Inventory for Use in Assessment and Research," Behavior Therapy, 6. pp. 550-561 (1975)

Handout #3 - cont'd.

Degree of Discomfort		Situation	Response Probability
_____	9.	Asking for a raise	_____
_____	10.	Turning off a talkative friend	_____
_____	11.	Requesting a date with a person	_____
_____	12.	Admitting confusion about a point under discussion and asking for clarification	_____
_____	13.	Applying for a job	_____
_____	14.	Requesting service when it is not forthcoming, e.g., in a restaurant, store	_____
_____	15.	Discussing openly with the person her/his criticism of your behavior	_____
_____	16.	Returning defective items, e.g., to a store or restaurant	_____
_____	17.	Expressing an opinion that differs from that of the person you are talking to	_____
_____	18.	Resisting sexual overtures when you are not interested	_____
_____	19.	Telling someone good news about yourself	_____
_____	20.	Resisting pressure to do something you prefer not to do	_____
_____	21.	Quitting a job	_____
_____	22.	Discussing openly with the person her/his criticism of your work	_____
_____	23.	Requesting the return of borrowed items	_____
_____	24.	Receiving compliments	_____
_____	25.	Continuing to converse with someone who disagrees	_____

1. Count number of items marked 4 or 5 on Degree of Discomfort. _____

2. Count number of items marked 4 or 5 on Response Probability. _____

3. Circle item number of situation you would most like to handle more assertively.

Assertiveness Inventory Follow-Up: Discussion Questions

Ask participants to "set-up" (or role play) some of the situations they circled on the inventory and indicated that they would most like to handle assertively. At the end of the "set" or role play, the discussion can include a question or so from the following list, being sure to relate specific content as it applies to the situation (participants may use the Response Styles Inventory):

1. Did the role players (names of persons, if preferred) use behaviors representing assertion, non-assertion, or aggression? Verbal? Non-Verbal?
2. What specific behaviors seemed to go with assertion--non-assertion--aggression? Verbal? Non-Verbal?

(As the participants identify these behaviors, teacher can refer to "Response Styles Inventory" table and add content as applicable.)

3. What kinds of feelings are happening within role players--within observers?
4. Is there a relationship between feelings and rights of individual human beings? What is this relationship?
5. Do some people have more right to become angry than others? Why?
6. What basic rights do all human beings have? Name some. (Teacher refer to list of basic human rights and supplements those named or asks: "What about _____?" - from List.)
7. After most persons identify the problem area on which they wish to work, ask each to say with as much conviction as possible: "I have a right to _____."

(REPEAT activity until each person is able to make statement well enough to convince the group members that they really believe what the individual says.)

Activity #10

DECISION-MAKING PROCESS

Using the decision-making process, decide what the appropriate assertive responses could be in the following realistic situations. These decisions require thought and action. Participants could suggest other realistic situations that they have encountered and evaluate the way in which they responded.

1. A person you really do not like has invited your children to an overnight party.
2. You are trying to study material for a class and the family turns on the television.
3. You are trying to take care of bank business when someone steps in front of you as you stand in line.
4. Your supervisor gives you instructions that contradict the instructions given by the plant manager.
5. A store clerk short changes you.

Selected References on Assertiveness

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CLASS: Homemakers in Transition

UNIT: Individual Employability Options

CONCEPT: Assuming Occupational Responsibility for Self

INSTRUCTIONAL OBJECTIVES: Objectives are classified as cognitive (C), affective (A), or psychomotor (P) to the left of each number.

C 1. Identify personal sources of income.

C 2. Realize the benefits derived from being economically self-sufficient.

C 3. Be aware of the influence of personal value choices on occupational options.

P 4. Use the decision making process to plan for gaining employment objectives.

C 5. Develop open mindedness about employment options, including ones not usually considered "traditional" for women or men.

EVALUATION PROCEDURES*:

1. Identify and write out an evaluation of own options for financial support. (1,2)

2. Write autobiography and use valuing activities to discover the factors in control in own life. (3)

3. Develop plan, using the decision making process, to gain occupational objectives. (4)

4. Research non-traditional job opportunities available in local area. (5)

*For each procedure, the number of the matching objective is given in parenthesis following the procedure.

LEARNING ACTIVITIES*	RESOURCES
1. Brainstorm for sources of income. List own sources of personal income. (1)	Subject Matter Details, pg. 5 .
2. Read case studies of Homemakers In Transition; as a group, discuss the options for support open to a Homemaker In Transition. (1)	Case studies in "Needs Assessment" lesson material. Chalkboard to list options discussed.
3. Watch film "Who Remembers Mama" or "The Trouble With Women" and discuss the options for support presented in the film and discuss the benefits of being economically self-sufficient. (1,2)	Subject Matter Details, pg. 5 . Rental Film available from University of Arkansas Instructional Media Center, Fayetteville, Ar. 72701.
4. Participants write a self-evaluation of own economic options... "I must work"...I will live with Uncle Joe" or...	Paper, pencil.
5. Complete Employment Self-Evaluation. Discuss need vs. concessions associated with working.	Handout #1, pg. 9 .
6. Write Value autobiography.	See Valuing Instructions pg. 8 .
7. Reflect on the life described and answer questions on handout.	Handout #2, pg. 10 . Valuing Instructions pg. 8 .

*For each learning activity, the number of the matching objective is given in parenthesis following the learning activity.

LEARNING ACTIVITIES	RESOURCES
8. After brief discussion of how values are discovered through value indicators (the autobiography), write 10 personal values discovered and then rank them by numbering them 1 to 10 (#1 being the most important) *Note To Teacher: Other resources for valuing activities are the J.C. Penney Value Clarification Kit and A Practical Guide to Value Clarification by Maury Smith.	Subject Matter Details, pg. 5,6 . Valuing Instructions, pg. 8 .
9. Listen to guest speaker who has successfully made the transition. (2)	Former HIT (teacher selected)
10. Use the decision-making process to write a plan for gaining occupational objectives. (4) *Note To Teacher: Other resources for teaching the decision-making process can be found in the J.C. Penney Kit, Decision-Making; or Person to Person Teacher Guide by Connie R. Sasse, pg. 42.	Subject Matter Details, pg. 6 . Paper, pencil.
11. Write a letter to a friend telling what decision has been made about a job and what will be done if that job does not work out. (4)	Paper, pencil.
12. Role play a situation in which a HIT has to consider a different job than the one being sought. (5)	Refer to Case Studies in "Needs Assessment" lesson material.
13. Share with the group any job opportunities available in the local area that might not usually be considered because of job stereotyping. (5)	Teacher check with Employment Security Division before class.

MAJOR GENERALIZATIONS LEARNED*:

1. Choosing a resource for personal income is a universal decision. (1)
2. Occupational responsibility for oneself enriches a person's life. (2)
3. People who have had similar experiences learn from each other. (2)
4. Valuing activities help people to examine their own actions in order to see what specific values are operational in their behavior. (3)
5. A person's value system is critical to choosing an occupation. (3)
6. The decision-making process and self-evaluation procedures are valuable tools in attaining occupational goals. (4)
7. Non-traditional job opportunities can realistically be considered when choosing a career. (5)

ASSIGNMENTS:

1. After completing Learning Activity #4, privately discuss options with teacher, advisor, or employment counselor.
2. Participants search for job opportunities (including non-traditional jobs) in the community and discuss at next meeting.

*For major generalizations learned, the number of the matching objective is given in parenthesis following the generalization.

SUBJECT MATTER

OBJECTIVE 1. IDENTIFY PERSONAL SOURCES OF INCOME.

Assuming occupational responsibility for oneself is a matter of survival in our modern society. Homemakers In Transition often find themselves faced with the decision "Will I work or can I survive on my present income?"

Income is obtained from varied sources such as wages earned, gifts, allowances, help from relatives, Federal and State assistance programs, (i.e. SSI, AIDC), Social Security benefits, dividends from investments, retirements benefits, sale of property, rent received from property, unemployment compensation, etc.

OBJECTIVE 2. REALIZE THE BENEFITS DERIVED FROM BEING ECONOMICALLY SELF-SUFFICIENT.

In order to assume and achieve economic independence, a person must display some ability and willingness to be occupationally responsible. This act of responsibility adds to self-confidence and human dignity; promotes maturity; allows a person control of his/her own life; provides means to achieve personal wants and needs.

OBJECTIVE 3. BE AWARE OF THE INFLUENCE OF PERSONAL VALUE CHOICES ON OCCUPATIONAL OPTIONS.

The type of job a person desires and the amount of income needed for each person (or family) depends upon 1) the person's basic needs for survival (food, clothing, shelter), 2) wants (desires), 3) values (things a person feels are most important), 4) standards (the degree or quality considered acceptable or not acceptable), 5) ideals (the

degree or quality considered perfect), and 6) goals (a person's aims in life). The first step toward assuming occupational and economic responsibility for oneself is recognizing and understanding how the personal factors outlined above reflect and direct an individual's occupational goals.

OBJECTIVE 4. USE THE DECISION-MAKING PROCESS TO PLAN FOR GAINING EMPLOYMENT OBJECTIVES.

Selecting a career will provide direction for assuming job responsibility. Our present competitive job market makes it essential that an individual possess some work skills referred to as "entry level skills." When persons are not equipped with "entry level skills," they can improve their chances in the job market either by getting a better education or receiving vocational training. The choice of occupations should be carefully considered because a job supports an individual emotionally as well as materially.

Use of the decision-making process can equip an individual with skills needed to set realistic and attainable occupational goals. When a person avoids making decisions and setting goals, that person is forced to drift with circumstances or with the choices of others. Competence in decision-making leads to control of one's own life.

Review of the decision-making process:

INQUIRY
1. Analyze situation. 2. Identify problem.
3. Collect data on possible alternative solutions; analyze data.

VALUING
4. Identify values concerned.
5. Identify priority values.

DECISION
6. Consider consequences of alternative solutions.
7. Select solution which provides most positive/fewest negative results in solving the problem.

ACTION
8. Act on decision, then repeat process to evaluate results of the process.

OBJECTIVE 5. DEVELOP OPEN MINDEDNESS ABOUT EMPLOYMENT OPTIONS INCLUDING ONES NOT USUALLY CONSIDERED "TRADITIONAL" FOR WOMEN OR MEN.

Job selection need not depend upon selection of a job "traditionally" open only to one particular sex. From 1972-1977, the increase of women in non-traditional jobs has increased gradually. Federal mandates now exist to deal with sex stereotyping which includes sex bias in relation to employment opportunities. Advocacy groups and programs such as the Comprehensive Employment Training Act (CETA) are giving support to the law concerning sex-biased employment.

Before selecting a career choice, the Homemaker In Transition should become familiar with <u>all</u> job opportunities that are available. Selection should then be made on the basis of personal interest, ability, talent, and needs.

TEACHER INSTRUCTIONS FOR VALUING ACTIVITIES:

ACTIVITY #6. VALUE AUTOBIOGRAPHY: Teacher does not discuss values prior to activity. Activity should be written to include a documentary of family life, of work life, and personal use of time and energy. Participants must have time to reflect, so this activity will consume an extra long time period. Suggestion: The instructions for this activity could be covered at the class meeting prior to this time and the autobiography given as a home assignment. Then at this meeting the valuing work could be completed.

ACTIVITY #7. EVALUATION OF THE AUTOBIOGRAPHY: After Handout #2 has been completed by the participants, ask for volunteers to share thoughts about questions 4, 7, 8. Discuss similarities in answers through out the group.

ACTIVITY #8. RANKING THE VALUES: In discussion, teacher should give illustrations of various values and reflect upon how values affect life decisions. (Values i.e. money, religion, family, love, education, material possessions, sex, etc.) Some participants will have difficulty deciding which values to rank above another...discuss the factors that are involved behind their decision i.e. another value, standards, ideals, age and stage in life. Point out that values rise and fall in the ranks according external and internal influence. As a summary, ask the participants, "From the results of this activity, do you feel like you are controlling your life or are you being controlled by other people and conditions?"

Handout #1

SELF-EVALUATION: EMPLOYMENT

Answer the following questions in your own words:

1. Why do you want a job? (If working: Why do you work?)

2. What kind of transportation is available for you to get to your job?

3. How does your family feel about you going to work? Give an answer for each family member.

4. What weekly activities will you have to give up (or have given up) to be able to go to work?

5. What changes will have to be made in your household schedule to make available the time and energy you will need to perform your job? (Shortcut cooking, more prepared foods, outside help, lower standards for housekeeping)

Adapted from: Osborn, Ruth Helm. Developing New Horizons for Women. Activity 26. McGraw-Hill Book Company, New York. 1977.

Handout #2

EVALUATION OF AUTOBIOGRAPHY

1. What were the major decisions I have made that affect my personal life? My work life? My family life?

2. What activities have consumed most of my time and energy?

3. What attitudes, beliefs, and interests does my life reflect?

4. What do I worry about most?

5. Where have I spent most of my money?

6. What has been my plan in life?

7. What would I be willing to sacrifice my life for?

8. What values have I rejected that were passed on by my family? Why did I reject them?

9. What would I like to be able to do in my future life?

Adapted from: Smith, Maury. A Practical Guide to Value Clarification. Activity 9. University Associates, Inc., 7596 Eads Avenue, La Jolla, California 92037.

CLASS: Homemakers in Transition

UNIT: Individual Employability Options

CONCEPT: Appearance and First Impression

INSTRUCTIONAL OBJECTIVES: Objectives are classified as cognitive (C), affective (A), or psychomotor (P) to the left of each number.

C 1. Determine the importance of first impressions.

C 2. Recognize and identify the components of a successful first impression.

C 3. Interpret the value of appropriate apparel for the interview and the job.

C 4. Relate grooming and personal maintenance to own grooming habits.

C 5. Identify and conceal personal figure faults.

EVALUATION PROCEDURES*:

1. Record and exchange reaction to learning experiences on first impressions. (1,2,3)

2. Listen and watch for indication of self-recognition as participants continue activities. (4)

3. Rate themselves on grooming habits. (4)

4. Practice choosing apparel that will conceal figure faults. (5)

5. Rate themselves on general appearance and establish outline for personal development. (1,2,3,4,5)

*For each procedure, the number of the matching objective is given in parenthesis following the procedure.

LEARNING ACTIVITIES*	RESOURCES
1. Discuss handout on "First Impressions." (1,2)	Handout #1, p. 7.
2. Respond to filmstrip by Avon, "Looking Your Best Pays Off." (1,2)	Order from local county extension office.
3. Complete activity, "Recording First Impressions." (1,2,3)	Handout #2, p. 8 . List help from persons not in class.
4. Discuss "Communicating with Body Language." Also discuss image.	Handout #3, p. 9. Handout #4, p. 10.
5. Discuss "Do's and Don'ts in Personal Appearance at the Interview and on the Job." (1,2,3,4)	Subject Matter Detail
6. Panel discussion. "The Interview - First Impressions" i.e., a) Personnel manager of local business, b) cosmetologist, c) Demonstrator for a popular line of cosmetics, d) Fashion coordinator, e) Interview from Employment Security (1,2,3)	Local resources
7. Respond to components of personal maintenance. (4) *Optional: Bag of sample beauty aids	Subject Matter Detail Check Forecast, Seventeen, and other magazines for free offers.
8. Complete "Grooming Check-Up." Discuss ways to improve grooming habits. (4)	Handout #5, p.11.

*For each learning activity, the number of the matching objective is given in parenthesis following the learning activity.

LEARNING ACTIVITIES	RESOURCES
9. Study material from: "Lines and Designs for Figure Flattery" by W. Jeanette Roberts and "Figure Proportions" by W. Jeanette Roberts and Karen Mosher. (5)	Order from local County Cooperative Extension Service.
10. Complete "Figure Flattery." Practice choosing the correct apparel. (5)	Handout #6, p. 12.
11. Exercise ability to evaluate. (5)	Handout #7, pp. 13,14.
12. Complete and discuss "Clothing Care Check Up." (4)	Handout #8, p. 15.
13. (Take home) Complete "Planning an Interview Outfit." Evaluate at next class meeting.	Handout #9, p. 16.
14. Evaluate yourself and plan your "Program for Self Improvement." (1-5)	Handout #10, p. 17.

MAJOR GENERALIZATIONS LEARNED*:

1. Looking your best pays off. First impressions may be the deciding factor in getting a job. Appearance and behavior can be improved to creat a better impression. (1,2)

2. There are many different factors that contribute to a good impression. Body language may convey positive or negative impressions. Employers value a good appearance. (1,2,3)

3. Appropriate clothing improves employability opportunities. Good clothing care habits are necessary to be well-groomed. (3,4)

4. Clothing designed to improve personal appearance aids in strengthening a good first impression. (5)

*For major generalizations learned, the number of the matching objective is given in parenthesis following the generalization.

SUBJECT MATTER

OBJECTIVE 1. DETERMINE THE IMPORTANCE OF FIRST IMPRESSIONS.

The first impression (the impact a person makes on the first meeting) is usually the impression others remember best. A person's degree of employability often hinges upon the quality of that first meeting. Begin creating an awareness of first impressions by discussing the material in Handout #1. Follow with Avon filmstrip.

OBJECTIVE 2. RECOGNIZE AND IDENTIFY THE COMPONENTS OF A SUCCESSFUL FIRST IMPRESSION.

HITs should be developing an awareness that physical appearance, manners, attitudes, personality, speech, and body language all work together in creating the personal impact of a first meeting.

To stimulate awareness of the importance of the first impression, ask two "visitors" to come to the classroom. Each one should report to an "interviewer" and exchange dialogue pertaining to a job opening. One should be sloppily dressed, displaying manners that present a negative (bad) impression. The other "visitor" should be neatly dressed, polite and representative of the components of a positive (good) first impression. Pass out Handout #2 to participants, complete and discuss. Refer back to Handout #1 for points to consider. Our body language tells people how we feel inside. See Handout #3.

OBJECTIVE 3. INTERPRET THE VALUE OF APPROPRIATE APPAREL FOR THE INTERVIEW AND THE JOB.

The clothing people wear can truthfully tell something about the money they have to spend; their ideals; values; position in society; personality;

interests; etc. On the other hand, clothing can be used as a disguise; or, if poorly chosen can cause misunderstanding about the true character of the person. Discuss "image" by using Handout #4, "Clothing Stereotyping." Teacher should lead discussion of "Do's and Don'ts of Personal Appearance" from poster or flip chart.

The Do's and Don't's of Personal Appearance

A. At the Interview

1. Do wear appropriate clothes for the interview.

2. Normally, a person dresses for the interview the same as he/she would dress for the job. However, if special work clothes, coveralls, or uniforms would be worn in the job, then a dress, suit, or slacks and sports coat would be appropriate for the interview.

B. On the Job

1. Do not wear clothing, jewelry, or other accessories that would interfere with your work or cause a safety hazzard.

2. Do not wear clothing that would be distracting to those working around you. i.e., low necklines, revealing clothes, clothes with overly bright colors or designs that cause optical illusions.

3. Do make sure your clothing fits properly.

4. Do make sure your clothing and accessories are clean and in good condition.

Form panel of guest speakers or select special guests to discuss first impressions and appropriate dress with the class.

OBJECTIVE 4. RELATE GROOMING AND PERSONAL MAINTENANCE TO OWN GROOMING HABITS.

Personal upkeep is basic to positive self-image, confidence, and employability. Discuss personal maintenance by using visual material on bulletin board

or poster. Use other teacher collected materials on grooming, posture, health care, etc. Check into possibility of making up a bag of health and beauty aid samples (available free) from companies such as Colgate, Proctor & Gamble. Practice choosing the correct apparel and making correct decisions about good grooming by using handouts modified from "Portfolio." Summarize by completing the self evaluation attached. Ask participants to save this evaluation for future use in determining personal growth at the completion of the HIT classes. It would be desirable to find a time for evaluation to be discussed privately between teacher and participants.

OBJECTIVE 5. IDENTIFY AND CONCEAL PERSONAL FIGURE FAULTS.

Because the human body is unique for each individual, it is necessary to personally assess one's own body to determine figure faults. Concealing figure faults is a skill that develops with knowledge and practice. A good exercise to develop this skill is: Observe attractive, well groomed people and ask yourself "Why does this person look so nice?....how has he/she concealed figure faults?....could I use this same technique?

Personal attractiveness and figure flattery is most often achieved through the manipulation of the basic art principles of line, design, color, and texture. A person can create flattering optical illusions and successfully conceal figure flaws by using these elements of design.

Handout #1

FIRST IMPRESSIONS

The term "First Impression" refers to the impact you have on someone whom you are meeting for the first time. The following factors strongly determine what kind of first impression is made.

1. Speech....Talking in a way that is clear and understandable by others...use of a pleasant voice...not too loud and not too soft.
2. Appearance....What other people see when they look at you, both physical looks and actions.
3. Personality....The special qualities that determine how you feel inside and how you feel toward others.
4. Attitude....The feelings you have about people, work, life in general.
5. Manners....The social conduct or rules that you follow in dealing with other people.
6. Initiative....Your ability to get things started and see them through.
7. Self-confidence....Your belief in yourself...that you can succeed.

YOU WILL WANT TO MAKE A GOOD FIRST IMPRESSION BECAUSE.....

...your first impression is the one that stick's in people's minds... even though we might make a better impression at a later meeting.

...you are showing your prospective employer how you will act when you are on the job.

...the employer will probably have to compare applicants for a job and the choice will probably be made on the basis of the first impression.

COMPARISON OF GOOD AND BAD IMPRESSIONS

1. Unable to sell yourself	1. Able to point out one's special qualities and talents
2. Improper apparel, poor personal appearance	2. Dressed properly for the interview; uses positive body language; displays
3. Being the "Know it all"	3. Does not overrate knowledge or ability
4. Shows little or no interest	4. Asks questions
5. Shows lack of confidence	5. Shows confidence in speech and actions

Handout #2

RECORDING FIRST IMPRESSIONS

You have just observed two job applicants. You and the interviewer have met these applicants for the first time. Write down your first impressions in the space provided.

First person:

Second person:

Summary: Which applicant would be more desirable as an employee?

Point of law: Can the interviewer refuse to accept an application from either person? (No.)

COMMUNICATING WITH "BODY LANGUAGE"*

The people shown below are telling us how they feel by their facial expressions and body postures. Hands also convey messages. Identify the pictures by writing one of the following words beneath each: happy, angry, asleep, disgusted, nervous(or apprehensive), bored, friendly, aggressive.

Discussion: In small groups, discuss experiences in which you have had positive feelings and negative feelings. Describe the body language of yourself and other people during these experiences. Place a check mark ( ) under each picture as you or group members explain how each of you received a similar body-language message from someone.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

Extra Project: Your group may wish to use this sheet for the next week to record various body-language messages of group members. At the end of the week, share your notes with each other. Names might be written below the appropriate picture(s) and notes about the situation can be made on the back of this sheet. Can you think of other ways to use this sheet to help you send and receive body-language messages?

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CLOTHING STEREOTYPING*

Clothing tells a story. It portrays age, sex, occupation, special events, customs, and even geographic location. Clothes also communicate behavioral roles and values. Today the reasons for wearing clothes go beyond those of protection, decoration, and modesty. Some people develop confidence and a sense of belonging when their selection of clothing resembles that of others. Clothing can also be used as a means of expressing and asserting one's personality. In other situations clothing is regarded as a prestige symbol of social position.

What "image" do you visualize when you first think of people in the following occupations? In the space provided, describe the type of clothing you think each person would wear on the job. Rank the occupations according to their status, as based on your own values.

Occupations	Types of Clothing Worn on Job	Status Ranking
1. Farmer		
2. Lawyer		
3. Mechanic		
4. Rock Star		
5. Grocer		
6. Teacher		
7. Doctor		
8. Accountant		
9. Factory Worker		
10. Cosmetologist		
11. Minister		
12. Truck Driver		
13. Secretary		
14. Carpenter		
15. Banker		

Form groups of three to five classmates and compare your choices with theirs. Discuss the reasons for your decisions. Compile these choices and ranks according to status. What similarities did you notice in clothing for different occupations? How does clothing reflect status? What occupations are stereotyped according to the clothing that is worn while working? How might clothing influence your career choice?

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Handout #5

GROOMING CHECK-UP FOR THE WELL-GROOMED LOOK*

Grooming is an important asset to anyone. Shining, attractively arranged hair, glowing skin with just the right amount and kind of makeup, the general air of freshness that comes from personal care and cleanliness are all musts for the attractive woman. Neat, well-fitted clothes that are becoming to the wearer and appropriate to the occasion further promote a becoming well-groomed look.

How do you rate on personal grooming? In the activity below, score yourself 1-never, 2-seldom, 3-usually, 4-always. Total number of points.

74-88: You meet business and social standards.
64-73: Employers and others may grudgingly tolerate you.
63 and below: Beware! Now you know!

___ Do you bathe each day?
___ Do you shave your underarms?
___ Do you shave your legs?
___ Are your nails clean?
___ Do you brush your teeth after each meal as often as possible?
___ Do you have a regular dental checkup?
___ Do you use an effective deodorant daily?
___ Do you guard against menstrual odors?
___ Do you wash your hair often enough to keep it clean and shining?
___ Do you clean your face before going to bed?
___ Is the skin on your hands smooth and soft?
___ Are your finger nails neatly manicured?
___ Are your toenails neatly pedicured; cuticles and heels smooth?
___ Do you apply your makeup carefully?
___ Does your makeup coordinate well with your outfit?
___ Is your makeup appropriate for the day's activities?
___ Are you careful to wear just a faint trace of a light fragrance of perfume or cologne during the day?
___ Do you wear a good bra?
___ Do you wear a girdle when it makes your outfit look better?
___ Are the clothes you wear suitable for the occasion?
___ Do your clothes coordinate attractively?
___ Do you check yourself in the mirror, front and back, before leaving the house?

Remember: Grooming is a habit and habits are strengthened by practice, practice, practice, etc.

*Modified from "Portfolio of Activities for Today's Woman."

Handout #6

FIGURE FLATTERY*

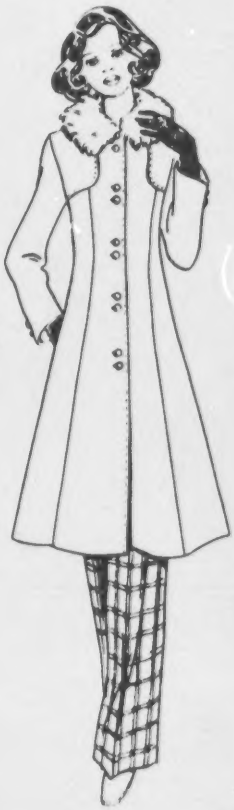
The styles illustrated below help conceal certain figure problems. Circle the adjective that identifies the specific figure problem for which the style would be especially helpful.

a (1) Tall or short figure
(2) Narrow or wide shoulders
(3) Small or large waist
(4) Narrow or broad hips

b (1) Tall or short figure
(2) Long or short neck
(3) Narrow or wide shoulders
(4) Small or large bust
(5) Small or large hips

c (1) Tall or short figure
(2) Long or short neck
(3) Narrow or wide shoulders
(4) Small-average or large bust
(5) Small or large hips

d (1) Tall or short figure
(2) Long or short neck
(3) Small or large bust
(4) Small or large hips



*Whitcomb and Lang, A Portfolio of Activities for Today's Woman, Copyright 1976. Reproduced with permission.

PERSONAL CHECK-UP

Analyze your own figure and circle the adjective that best describes your figure.

(1) Tall or short figure
(2) Narrow or wide shoulders
(3) Small or large waist
(4) Narrow or broad hips
(5) Long or short neck
(6) Small, average, large bust

*As a personal project, begin collecting pictures of garments that will be helpful in concealing your specific figure problems.

Handout #7

CHOOSING THE APPROPRIATE APPAREL*

Look carefully at the three women in the picture below. Each woman is a job applicant waiting for her turn to be interviewed. Using the space provided, list the mistakes you find in their appearance.

Woman #1_____

Woman #2_____

Woman #3_____

*Whitcomb and Lang, A Portfolio of Activities for Today's Woman, Copyright 1976. Reproduced with permission.

Handout #7 - cont'd.

CHOOSING THE APPROPRIATE APPAREL (cont'd.)

b. Which applicant on the previous page do you think has the best chance of getting the job, basing your choice on appearance alone? List your reasons below.

_____

_____

_____

c. Place a (✓) beside the outfit that you think would make a good impression at an employment interview.

1. ___ A brown suit with beige accessories
2. ___ An orange/brown plaid skirt, white blouse, and orange nylon windbreaker
3. ___ A pink and lavender low neck top with lavender pants
4. ___ A slender blue dress with blue print scarf
5. ___ A navy blue dress with a low cut back
6. ___ A country-print skirt and peasant blouse
7. ___ A green and white floral print shirtdress

d. Place a (✓) beside the items you think would be inappropriate to wear to the office.

1. ___ Blazer with brass buttons
2. ___ Glittery necklace
3. ___ Bright emerald green beret
4. ___ Pink striped scarf
5. ___ Painter's pants
6. ___ Blue denim slacks
7. ___ Simple black satin dress
8. ___ Woolen ski hat with long tassel
9. ___ Small canvas tote bag
10. ___ Purple and blue print nylon shirt

e. Place a (✓) beside the item that an employer would consider as evidence of poor grooming in a businesswoman.

___ Floor length dress
___ Tennis shoes
___ Top decorated with cartoon character
___ High heeled shoes
___ Halter top
___ Long, loose flowing hair
___ Pants suit
___ Properly fitted knit blouse
___ Chignon hairstyle
___ Bracelet with tinkling bells

*Modified from "Portfolio of Activities for Today's Women."

Handout #8

CLOTHING CARE CHECK-UP

HOW WELL DO YOU TREAT YOUR CLOTHES? Do you give them the care that will keep them at their best? Good care prolongs the life of your clothes and also helps prevent embarrassing grooming.

Rate yourself on the following quiz. Score zero points for "none" or "never," 2 points for "seldom," 6 points for "usually," and 10 points for "always."

___ Do you store jewelry where it can't be damaged easily?
___ Do you gather hosiery to the foot before pulling them on?
___ Do you clean your woolen garments and protect them from moth damage at the end of the season?
___ Do you use the tape loops that come on wide-necked garments to keep them from sliding off the hangers?
___ Do you protect your clothes from perspiration stains?
___ Do you keep out of season clothes and those that are not worn regularly in garment bags?
___ Do you avoid pushing down the back of the heel when you put on your shoes?
___ Do you check for splitting seams, ripped hems, and loose buttons before and after wearing an outfit?
___ Do you make it a practice not to lounge or work in your good clothes at home?
___ Do you have nonwashable garments cleaned frequently?
___ After you put an outfit on a hanger, do you fasten the neckline and any other closings to make it hang properly?
___ Do you keep a sewing repair kit handy for office and travel?
___ Do you wash your girdles often to keep them fresh?
___ Do you keep your shoes in good repair so that you have no unsightly run-down heels or tips?
___ Do you check garters and straps often to prevent emergencies?
___ Do you air garments often?
___ Do you remove spots and stains promptly?
___ Do you open all zippers and necessary buttons or hooks before taking a dress off or putting it on?
___ Do you keep your shoes brushed and polished?
___ Do you clean out your purse often and remove all unnecessary items?
___ Do you store purses carefully and stuff tissue paper in those that may be mashed out of shape?
___ If a snag appears in an inconspicuous place in your hosiery, do you dab the snag with colorless nail polish to prevent runs?
___ Do you protect the collar and neck of your dress while applying makeup or combing your hair?
___ Do you protect your shoes by wearing boots or rubbers in wet weather?
___ Do you wash or dry-clean gloves as soon as they are soiled?
___ Do you brush nonwashable clothes regularly?
___ Do you use shoe trees to retain the shape of your shoes?
___ Do you protect your hats from dust and dirt when not in use?

_____ TOTAL SCORE 260-300 points is excellent; 240-260 points is good, but should be better; 210-240 points is fair--you're leaving yourself open to embarrassment; under 210 points is poor--better get busy!

*Modified from "Portfolio of Activities for Today's Woman."

Handout #9

PLANNING AN INTERVIEW OUTFIT*

a. In the boxes provided below, plan a complete, color coordinated interview outfit. As much as possible, use the clothes you have on hand. Include accessories such as jewelry, shoes, handbag. Include gloves and hat if worn.

	I have on hand...	I need...
SPRING		
SUMMER		
FALL		
WINTER		

b. In the blocks below, draw a simple sketch of each outfit you have planned.

SPRING	SUMMER	WINTER	FALL

*Modified from "Portfolio of Activities for Today's Woman."

Handout #10

SELF EVALUATION

GENERAL APPEARANCE AND RELATIONSHIPS

In order to plan a personal development program, a person must establish a starting point. Using the exercise below, evaluate yourself and decide what areas you will need to begin to improve upon.

Scale: 1-poor, 2-fair, 3-good, 4-very good, 5-excellent

Score: Below 55: Time to begin!
55 to 80: You are loosing out with employers and others.
Over 80: You are ready to meet the business world and you are meeting social standards.

COMMUNICATIONS (What you think other people hear and observe)

___ Speaking voice (tone, pitch, enunciation)
___ Listening habits
___ Conversation
___ Pronunciation
___ Grammar
___ Telephone manners

APPEARANCE (What other people see when they look at you)

___ Grooming habits
___ Clothes
___ Posture
___ Walk and movements
___ Figure proportions
___ Use of makeup
___ Hair style and care
___ Health habits

PERSONAL RELATIONSHIPS (What people sense and see about you)

___ Self control
___ Manners
___ Tolerance
___ Graciousness
___ Sense of humor
___ Cooperativeness
___ Unselfishness
___ Honesty
___ Sincerity
___ Tact
___ Disposition
___ Dependability
___ Self-reliance

I need to commit myself to improving the following areas:

1. _____

2. _____

3. _____

4. _____

*Modified from "Portfolio of Activities for Today's Woman."

CLASS: Homemakers in Transition

UNIT: The Job Market

CONCEPT: Locating Jobs

INSTRUCTIONAL OBJECTIVES: Objectives are classified as cognitive (C), affective (A), or psychomotor (P) to the left of each number.

C 1. Identify sources of potential employment resources and agencies.

C 2. Identify local agencies, their purposes and how they function in helping find employment.

C 3. Be aware of items needed for the application or interview.

A 4. Be familiar with private employment agency forms.

A 5. Be aware of types of classified ads and their use in locating jobs.

C 6. Comprehend the legal implications in signing a "work contract."

EVALUATION PROCEDURES*:

1. Name resources helpful in locating jobs. (1)
2. List differences and similarities in local agencies for job placement. (2)
3. Fill out application for Social Security number if necessary. (3)
4. Fill out sample ESD application form. (4)
5. Using a newspaper, pick out and analyze different types of ads. (5)
6. Respond to discussion of "work contract." (6)

*For each procedure, the number of the matching objective is given in parenthesis following the procedure.

LEARNING ACTIVITIES*	RESOURCES
1. Brainstorm for sources of employment resources and agencies (small group, large group) (1)	Local film and slide resources
2. List and group into categories the above sources of help. (1)	Suggested strategy, p. 4. Chalkboard
3. Discuss information needed for resume. Fill out application for Social Security number if needed. Review the Social Security program. (3)	Subject Matter Application cards from ESD Social Security representative
4. Discuss using classified ads (components, terms, etc.) (5)	Newspaper,
5. Locate examples of various types of classiffed ads and identify types of ads. (5)	Handout #1 (or transparency), show different types of ads, newspapers, pp.13, 14, 15.
6. Listen to explanation of ESD purposes and functions. (2) Review briefly the Fair Labor Standards Act. (6)	Guest speaker. Materials obtained from ESD office or Handout #2, p. 16, 17, 18.
7. Fill out sample or genuine ESD application. (alone, in pairs or small groups) (2,3,4)	Provided by guest speaker from ESD office or obtain from local ESD office.
8. Listen to explanation of private employment agency. (2,3,4)	Speaker. Materials from private agency. Subject Matter page.
9. Study items frequently found in private contracts. (4)	Handout #3, pp. 19,20,21.

*For each learning activity, the number of the matching objective is given in parenthesis following the learning activity.

MAJOR GENERALIZATIONS LEARNED*:

1. There are many sources of information that can help one locate a job (libraries, organizations, newspaper ads, friends, business, etc.). (1)

2. Knowledge of local agencies, their purposes and how they function is invaluable when seeking a job. (1,2)

3. Being prepared will facilitate the completion of job applications. (3)

4. Knowing terminology, expected responses and different types of forms to fill out in advance helps in job seeking. (3,4,5)

5. Knowledge of basic labor laws may prevent future legal complications. (6)

ASSIGNMENTS

1. If needed, take completed application forms for Social Security numbers to local office.

2. Locate classified ad(s) of interest to participant.

*For major generalizations learned, the number of the matching objective is given in parenthesis following the generalization.

SUBJECT MATTER

OBJECTIVE 1. IDENTIFY SOURCES OF POTENTIAL EMPLOYMENT RESOURCES AND AGENCIES.

Using small groups or large groups brainstorm on resources and employment agencies available in area. You may use the blackboard and chalk or the following strategy to bring the information together.

Strategy: Have strips of butcher paper cut approximately 4" x 18". As individuals name different employment opportunities and resources; with magic marker write one on each strip of paper. Attach each strip to bulletin board, chalkboard or long sheet of paper hung on wall. Attach using tacks, pins or tape. After all responses are given, ask group members to help group similar resources together (categorize). After categories are grouped, check to see if some changes need to be made. Once everyone is more sure of categories, see if group can title these groupings. The main purpose of this is to come to the realization that there are varieties of resources but some are similar.

OBJECTIVE 2. IDENTIFY LOCAL AGENCIES, THEIR PURPOSES AND HOW THEY FUNCTION IN HELPING FIND EMPLOYMENT.

Invite a speaker from the local ESD office to explain purposes and functions of their office. If a speaker is not available, visit the ESD office and obtain or use "ESD Information Sheet" attached, pp. 16,17,18.

OBJECTIVE 3. BE AWARE OF ITEMS NEEDED FOR THE APPLICATION OR INTERVIEW.

All job applicants should have a Social Security number. A resume containing information such as past employment record and references should be compiled before attempting to fill out application.

Your Social Security Card and Number

Check to see if there are any who do not have a Social Security card, If so, explanation may need to be given as well as directions for completing Social Security application for a card or a duplicate card. Blank application forms may be obtained from local Social Security office or post office. Use the following information if needed.

Every worker must have a Social Security card and number. Sometimes parents may get a Social Security card for their children while they are still young. In any event, you will need a Social Security card and number before you can be paid for any work you do. Nearly all job application forms require you to state your Social Security number. If you do not have one, you should get one as soon as possible.

You can apply for a Social Security card at any Social Security office. The address and phone number for the Social Security office is listed in the phone book under the major heading, Government, United States: Health Education and Welfare, Social Security Administration. Application forms can often be obtained at post offices, selective service offices, and public welfare agencies. If there is no nearby Social Security office, you might apply at one of the other offices.

After completing the application form, answering all questions, your final step is to take in or mail in the completed form to the local office with copy of birth certificate and one other proof of birth (i.e., driver's license, shot record).

Sometime later, you will receive two copies of your printed Social Security card. The front of the card contains your name and Social Security number and a space for your signature. On the back of the card there are instructions that tell reasons why you should contact any Social Security office.

Information on Back of Social Security Card

Contact any Social Security office immediately if you:

-- lose your card - to get a duplicate card.

-- change your name - to get a card in your new name.

-- are unable to work because of a severe disability expected to last a year or more.

-- are 62 or older - to ask about retirement checks.

-- are within 2 or 3 months of age 65, even if you don't plan to retire - to sign up for Medicare.

Your Social Security number is very important. It is the major link between you, your employer, and your government. It is the key to any benefits you may be entitled to. You keep it for life* and use it for many things: job applications, college examinations, insurance applications, military identification, marriage licenses, and even library cards. It is also your tax number and must be shown to anyone who pays you interest, salary, dividends or wages.

*If Social Security card is lost: Do not apply for a new number....fill out a request for a duplicate card.

You should memorize your Social Security number so that you can write it whenever asked without having to check your card. Place one copy of the card in a safety deposit box at the bank or someplace where it will not be lost or destroyed. Carry the other copy with you always. Your Social Security card is one of your most important possessions. Make every effort not to lose it.

Social Security Information

When you start to work, you most likely will have to give part of your earnings to the Social Security system. Nearly 90 percent of all people employed in this country must pay a portion of their salary to this system. By law, the amount you are required to pay into the Social Security system must be deducted from your paycheck. Thus, part of your earnings automatically goes into Social Security. Your paycheck is reduced by that amount.

Many workers complain because Social Security is deducted from their paychecks. They do not understand the system, and they do not like being forced to pay for somebody's retirement. But Social Security includes other benefits, too. It is important that you understand the reasons for the Social Security system. You may need to claim Social Security benefits even before you retire.

The Purpose of Social Security

The Social Security system in the United States was first developed by the federal government and passed into law in 1935. Since then, many changes have been made in the law. No doubt, more changes will be made in the future.

The basic idea of the Social Security plan is quite simple. Employees and their employers each contribute to the Social Security system. This money is placed in three trust funds. One is for retirement and survivors' insurance. Another is for disability insurance. The third trust fund is for hospital insurance. This system is basically a plan to purchase insurance, except that you don't have a choice. You must contribute part of your earnings to the Social Security system.

If certain things happen in your life, you may be entitled to draw money from the Social Security system. You may retire from your job. You may become injured and be unable to work. You may lose a parent who has been supporting you.

Money from the three trust funds is used for six major purposes of the Social Security Act:

1. To provide unemployment insurance for people who have been laid off from their jobs so that they can continue to feed and support themselves and their families.
2. To provide income upon retirement.
3. To provide income for workers who become physically disabled and are unable to work.
4. To provide income for children whose working parent dies while they are still dependent upon that parent for food, clothing, shelter and education.
5. To provide income to widows or widowers of workers when they reach the age of 65 (or, in some situations, the age of 62).
6. To provide health insurance for persons 65 or older.

The amount you contribute into the Social Security system is based upon how much you earn and is changed by Congress when needed. Your contribution to Social Security is supplemented by an equal contribution from your employer.

Besides providing for a worker's old age, survivors, and disability, Social Security also provides for unemployment insurance. Today, this part of Social Security is handled mostly by the state governments, which get federal financial help. Other aspects of Social Security are handled by the Social Security Administration of the federal Department of Health, Education and Welfare.

Personal Fact Sheet (Resume)*

1. Past Employment Record: Most applications require a listing o jobs, dates employed, and references. Applicants should be p with this list or have a resume available.
2. References: Business and Personal
   a. Business References: Applications usually request 3 or more references with addresses, telephone numbers, and occupation. The persons listed should be people who can testify to the applicant's business (working) capabilities. It is desirable that these references be business owners, managers, or teachers rather than neighbors, housewife, etc. A resume will include these references.
   b. Personal References: Some applications also ask for personal references. These persons should not be relatives. The applicant should choose persons who (1) have known the applicant several years and (2) are able to attest to the moral character of the applicant. Former teachers, ministers, priest, or rabbi would be acceptable choices.

*For complete details in preparing a job resume, refer to unit "The Application and the Interview."

OBJECTIVE 4. BE FAMILIAR WITH PRIVATE EMPLOYMENT AGENCY FORMS.

Invite a guest speaker from a local private employment agency to explain the purposes and functions of their agency (including terms of a contract, legality of contract, and amount of fee charged, etc.). Ask the speaker to bring sample copies of their company contract for group members to look at--make sure they are marked SAMPLE or VOID in large letters before handing out to avoid potential legal complications. Participants should understand that in a real situation this is a legal, binding contract.

Use the following questions to check understanding about contracts.

1. What is the agreement? (The employment agency will make reasonable efforts to locate a job for the applicant for a fee.)
2. Who are the parties to the agreement?
3. What is the consideration (services) offered? (The agency promises the service of locating a suitable job for applicant.)
   What is the consideration offered by the applicant? (Applicant promises to pay agency fee if job is accepted.)
4. Are there formal requirements for this contract? (signature of applicant; signature of agency representative; notorized)
5. Using the following rate schedule calculate the following fees:

to $4000 . . . 7%	$12,001 to $16,000 . . 12%
$4000 to $5800 . . . 8%	$16,001 to $20,000 . . 14%
$5801 to $7500 . . . 9%	$20,001 and over . . 16%
$7501 to $12,000 . . 10%	

---

a. Annual Salary . . . $4800
   Percentage rate . . 8%
   Total fee $ 384

b. Annual Salary . . . $7200
   Percentage rate . . 9%
   Total fee $ 684

c. Annual Salary . . . $12,000
   Percentage rate . . 12%
   Total fee $ 1,536

d. What happens if the job pays by commission? A set fee (i.e., $450) is required.

If a speaker is not obtainable, use the attached information about private employment agencies to explain their services ("Finding a Job through a Private Employment Agency," pp. 19, 20, 21).

OBJECTIVE 5. BE AWARE OF TYPE OF CLASSIFIED ADS AND THEIR USE IN LOCATING JOBS.

Obtain newspaper classified sections to pass out to participants. Classified ads provide a free listing of job openings. This type of ad appears in newspapers, magazines, trade newsletters, trade journals, etc. Successful job seekers check the ads daily to catch new listings and promptly submit their application.

Job Seeking through Classified Ads

I. Terms and definitions

A. Blind ad--An employment ad which does not identify the company or agency offering the actual job. Usually the job seeker is asked to respond via a post office box or phone number

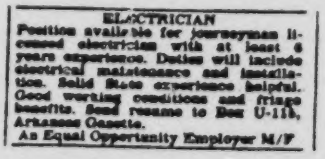
B. Classified help wanted ad--A printed advertisement announcing a job opening

C. Fee paid job ad--A position is listed as "fee paid" when the employer agrees to pay all placement service charges

D. Fee negotiable job ad--A position is listed as "fee negotiable" when the applicant can arrange to split placement fees with the employer

E. Stiuation wanted ad--An advertisement placed by a job seeker, stating skills, experience, qualifications, position and salary desired, and how to contact the job seeker

F. EOE (Equal Opportunity Employer)--A notice included in the ad to show that the employer is willing to hire women, minorities, handicapped, and older persons. Example:


ELECTRICIAN
Position available for journeyman licensed electrician with at least 4 years experience. Duties will include electrical maintenance and installation. Solid State experience helpful. Good working conditions and fringe benefits. Send resume to Box U-111, Arkansas Gazette.
An Equal Opportunity Employer M/F

G. Employment Security Division--A state agency offering employment services at no charge to the applicant; offices are located in major towns around each state

H. Private employment agency--A privately owned company which helps to place applicants in jobs for a fee. Usually the fee is a percentage of the salary for the position filled

II. Places where help wanted ads may be found

A. Classified ad section of daily and Sunday newspapers

B. Advertisement section of trade journals and magazines

C. Advertisement section of professional journals

D. Advertisement section of organization newsletters or bulletins

III. Eight components of the ideal help wanted ad

A. Name or title of job available

B. Experience or background required, and acceptable substitutes

C. Sample duties of job

D. Who is hiring--Company, contact person

E. Salary or salary range

F. Desired response form--Phone call, letter

G. Duration of employment--Permanent, temporary, seasonal

H. EOE notice--Equal Opportunity Employer; sometimes includes the abbreviation M/F as well

(NOTE: Title VII of the Civil Rights Act of 1964 makes it illegal to advertise a job as limited to only one sex unless sex is a "bona fide occupational qualification (BFOQ)." BFOQ's in jobs are very limited; actors to play male parts, actresses to play female parts, and a very few other jobs require one sex or another. Most jobs can be performed equally well by either sex. Even if an advertiser does not indicate by an "Equal Opportunity Employer" notice that either sex may apply, you should feel free to apply for any job for which you are qualified.)

IV. Types of help wanted ads

A. Blind ad

B. Help wanted ad

C. Fee paid ad

D. Fee negotiable ad

E. Situation wanted ad

Handout #1

ASSISTANT OFFICE MANAGER

Duties include: Cost accounting, payroll processing & general office work. Excellent career opportunity with salary negotiable. Send resumes to:

Box S-156
c/o Arkansas Gazette
Little Rock, Arkansas 72203
We are an Equal Opportunity Employer

Blind Ad

INSIDE SALES TRNEE. (F Neg) $700 up

Fee Negotiable Ad

Middle aged lady would like a job in SWLR. Stock clerk, file clerk. I will train for a responsible position. Call 868-1118.

Situation Wanted Ad

HOSPITAL ACCOUNTANT

Full time accountant at 144 bed hospital; prefer experience in Medicare/Medicaid Cost Reporting. Excel. benefits; salary negotiable. Contact:

Personnel Dept.
SALINE MEMORIAL HOSPITAL
Northeast at McNeil
Benton, AR 72015
Phone 847-0613 or 776-0411
Ext. 541 or 509

Help Wanted Ad

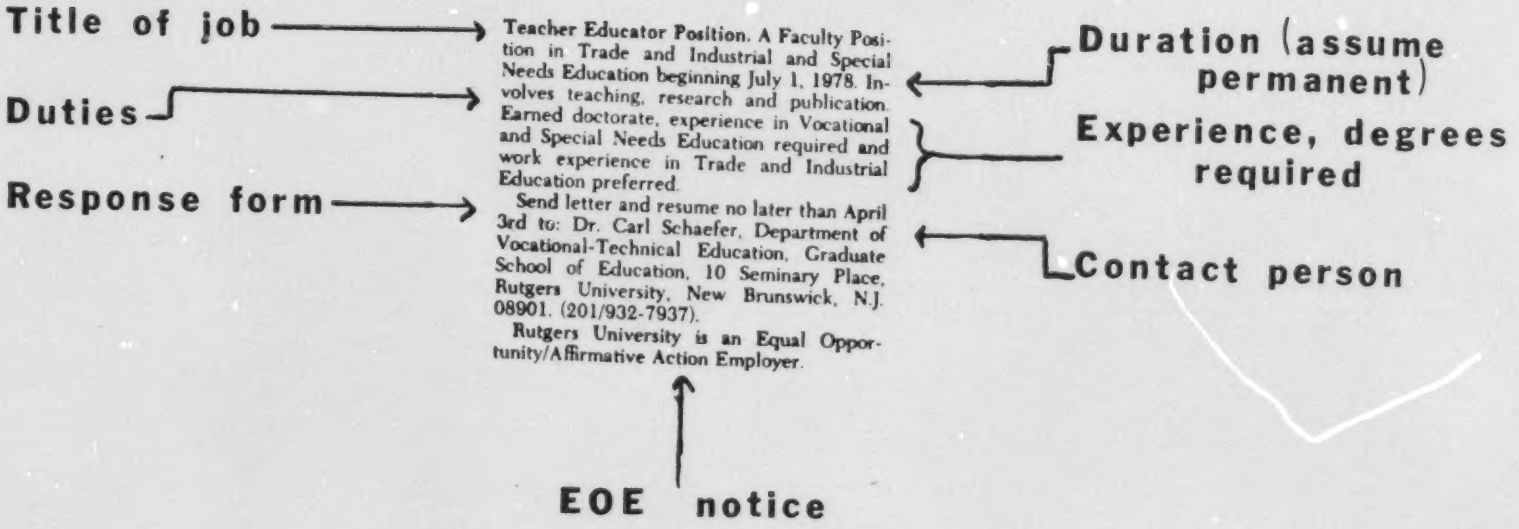
Q.C. ENGINEER TO $24,000

Fortune 500 Co. has (4) openings in Southern locations. M.E., I.E. or Physics degree and good knowledge of fluid mechanics essential. Contact John Zapolce. Company fee paid, of course.

DUNHILL PERSONNEL AGENCY
600 University Tower. 684-4848

Fee Paid Ad

Components of the Ideal Help Wanted Ad


Title of job
Duties
Response form
Teacher Educator Position. A Faculty Position in Trade and Industrial and Special Needs Education beginning July 1, 1978. Involves teaching, research and publication. Earned doctorate, experience in Vocational and Special Needs Education required and work experience in Trade and Industrial Education preferred.
Send letter and resume no later than April 3rd to: Dr. Carl Schaefer, Department of Vocational-Technical Education, Graduate School of Education, 10 Seminary Place, Rutgers University, New Brunswick, N.J. 08901. (201/932-7937).
Rutgers University is an Equal Opportunity/Affirmative Action Employer.
Duration (assume permanent)
Experience, degrees required
Contact person
EOE notice

HELP WANTED ADS - COMMON ABBREVIATIONS

ACCT	ACCOUNT
APPT	APPOINTMENT
BKGRND	BACKGROUND
CLK	CLERK
COMM	COMMISSION
DEG	DEGREE (HIGH SCHOOL, COLLEGE)
E[illegible], M/F	EQUAL OPPORTUNITY EMPLOYER, MALE/FEMALE (EITHER WILL BE HIRED
EXC	EXCELLENT
EXP, EXPER . . .	EXPERIENCE
INC	INCLUDING
K	THOUSAND (DOLLARS)
LITE, LT	LIGHT (WORK, TYPING, ETC.)
MECH	MECHANIC
MGR	MANAGER
MO, MTHS	MONTHS
NEC	NECESSARY
NEG	NEGOTIABLE
OFF	OFFICE
OPER	OPERATOR
OPPTY	OPPORTUNITY
PREF	PREFERRED
RECEPT	RECEPTIONIST
REF	REFERENCE
REP	REPRESENTATIVE
REQ	REQUIRED
SEC	SECRETARY
SHTHND, SH . .	SHORTHAND
SUPR	SUPERVISOR
W/.	WITH
WPM	WORDS PER MINUTE

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Handout #2

THE EMPLOYMENT SECURITY DIVISION

INFORMATION SHEET

I. Terms and definitions

A. Employment Security Division (ESD)--A government agency which matches persons with suitable jobs. This is a free service.

B. D.O.L.--Department of Labor

C. CETA--Comprehensive Employment Training Act; a law passed in 1973 to help disadvantaged, unemployed, and underemployed persons find and keep jobs. CETA training programs are available through the local Employment Security office.

D. Job Corps--A program for young men and women ages 16-22, who lack the necessary training, education, or skills to get a self-supporting job. Job Corps trainees are trained by skilled craft workers in Job Corps Centers away from home.

E. Work Incentive Program (WIN)--Provides referrals to jobs, training opportunities, counseling and follup services for welfare recipients, thus assisting them to become self-supporting, tax paying citizens.

F. Job Bank (Computerized Placement Service)--A job order clearinghouse using a computerized system to disseminate employers' needs overnight to local office locations of the State Employment Security Division. Applicants can visit one service point or local office and review all of the job openings in the state.

II. The four main functions of the Employment Security Division

A. Employment Services--Services provided by ESD which are directly related to placing persons in jobs.

B. Labor Market Information--Services provided by ESD which involve collecting and making public information about conditions in a local job market. This information includes numbers of employed and unemployed persons, wage rates, trands and projections, etc.

C. Unemployment Insurance--This program involves the collection of the unemployment tax from employers, maintenance of the Unemployed Compensation Trust Fund, processing of claims, determination of eligibility for benefits, and payment of unemployment benefits to workers who are temporarily unemployed through no fault of their own.

Handout #2 - cont'd.

D. Employer Relations--These services include visits to employers to obtain job orders, radio broadcasts of job openings, and community relations visits with organizations, schools, etc.

III. Areas of service included in the employment services function

A. Job Placement Services--To help workers find suitable jobs and to assist employers with their employment and labor needs.

B. Employment Counseling--To assist individuals gain a better understanding of their own aptitudes, interests, and abilities. Trained counselors help job seekers decide on entry jobs, occupational changes, or job training.

C. Occupational Testing--Standardized aptitude and achievement tests are given by training counselors to assist job seekers in their choice of work or job training. Tests in typing, shorthand, and spelling are also given.

D. Job Analyses--To assist employers define job requirements in greater detail, thereby providing a better basis for the selection of qualified workers.

E. Labor Clearance Program--To assist employers in recruiting workers locally, statewide, and nationally.

F. Services to Veterans--Disabled veterans are given preferential treatment in all services provided by the agency. All veterans receive special assistance with employment or training needs.

G. Services to Youth, Handicapped and Workers Over 45--Placement services, career counseling, testing, and vocational and labor market information are available to young persons, handicapped, and older workers.

H. Area Development and Rural Manpower Services--Area Development Services include special labor surveys and worker registrations for new or expanding industries and provide labor supply information to local communities for industrial development purposes.

I. Manpower Training Assistance Programs--The Employment Security Division cooperates with the State Manpower Council, the State Department of Education and local planning boards to provide training programs to meet manpower needs at the local level, as provided for under the Comprehensive Employment Training Act (CETA).

Handout #2 - cont'd.

IV. The Job Bank--Computerized Placement Service

A. A job opening supplied by an employer is coded and entered into the state computer.

B. The employment counselor can use the local computer terminal to find out about all jobs in the state which might fit a particular applicant's needs.

C. The applicant's qualifications can be coded and entered into the computer. Then the computer will match the applicant to available jobs. This is especially helpful for professional workers, such as teachers or medical workers.

V. Tips for filling out the ESD job application form

A. Be neat and accurate.

B. Be sure to give complete information on all parts that apply to you.

C. Ask the employment counselor to explain any parts you don't understand.

D. You may want to take a resume or personal data sheet with you so that you have at hand all information on your educational and employment bakcground. (Instructions included in unit, p. 9.)

Handout #3

FINDING A JOB THROUGH A PRIVATE EMPLOYMENT AGENCY

I. Terms and definitions

A. Acceptance--An act which clearly expresses or implies an intention to accpt. Your signature on a contract shows your acceptance.

B. Agency Manager--The person licensed by the state to manage and operate a private employment agency office.

C. Commission--The fee or rate charged for performing a service; normally it is based on a percentage of the total amount involved in the transaction.

D. Consideration--The promise or performance by the other party that the promisor demands as the price of his or her promise. Example: The job applicant promises to pay a percentage of the first year's salary if the employment agent locates a job for the applicant. Applicant's consideration: Promise of payment of agency fee. Agent's consideration: Promise of service.

E. Contract--An agreement between two or more persons that is enforceable by law.

F. Employment agent--A person whose job is to help a job applicant find a suitable job.

G. Employment counselor--An employment agent

H. Fee--Payment for a service

I. Fee paid--The employer has agreed to pay all or part of the agency fee for a particular position.

J. Job applicant--A person, whether employed or unemployed, who is seeking a job

K. Legal-Authorized or prescribed by law

L. Offer--An expression of willingness to enter into a contractual agreement

M. Private employment agency--A company or business established to locate jobs for job seekers in return for a fee

N. Valid--Legal

O. Void--Having no legal effect and not binding on anyone

Handout #3 - cont'd.

II. The purpose of a private employment agency is to present the marketable skills of a job applicant to a suitable employer in such a manner as to influence that employer to hire the applicant. Either the applicant or the employer or both is charged a fee for these services.

III. A private employment agency may offer a job applicant some of the following benefits:

A. Counseling on marketable skills

B. Listing current job vacancies in the local area, including positions that may not be advertised in newspapers

C. Testing office skills, such as typing, shorthand

D. Advice on handling job interviews

E. Arranging job interviews with suitable employers

F. Positive presentation of applicant when interview appointment is made

G. Some "fee paid" openings for which the applicant would not have to pay a fee

IV. Requirements of a valid contract

A. It must be based upon a mutual agreement by the parties to do or not to do a specific thing.

B. It must be made by parties who are competent to enter into a contract that will be enforceable against both parties.

C. The promise or obligation of each party must be supported by consideration (item of value).

D. It must be for a lawful purpose; that is, the purpose of the contract must not be illegal

E. In some cases, the contract must meet certain formal requirements, such as being in writing, or being in writing and under seal.

V. Types of obligations incurred by the job applicant who signs a private employment agency contract

A. Payment of a percentage of the first year's salary (or some similar arrangement) as agency fee, if the applicant accepts a job as a result of a lead (<u>verbal or otherwise</u>) from the employment agent

Handout #3 - cont'd.

B. Payment of all or part of the fee on the date of acceptance of a position (not the first day of work)

C. Payment of penalties if the applicant violates the contractual agreement; these penalties may include collection agency fees, attorney's fees, court costs

(NOTE: Each agency's contract may be slightly different. Be sure to read the contract very carefully before signing.)

VI. Sample fee shcedule for calculating private employment agency fees

to $4000 . . . 7%	$12,000 to $16,000 . . . 12%
$4000 to $5800 . . . 8%	$16,001 to $20,000 . . . 14%
$5801 to $7500 . . . 9%	$20,001 over 16%
$7501 to $12,000 . .10%	

(NOTE: The contract you sign will tell you how fees are to be calculated for jobs lasting less than 90 days and for jobs involving commissions.)

*Agency charges are fully deductable for income tax purposes.

*Most agencies ask for bank, credit, and personal references.

*Some agencies extend services if the position ends within 90 calendar days.

CLASS: Homemakers in Transition

UNIT: The Job Market

CONCEPT: The Application and the Interview

INSTRUCTIONAL OBJECTIVES: Objectives are classified as cognitive (C), affective (A), or psychomotor (P) to the left of each number.

C 1. Identify and describe a typical procedure used by a local company in choosing new employees for a job.

C 2. Identify methods of arranging for interviews.

A 3. Be aware of importance of keeping an interview appointment.

A 4. Be willing to complete a typical job application form.

C 5. Comprehend information that will be needed in a letter of application and determine when such a letter should be sent.

A 6. Have resume prepared and be willing to demonstrate a positive attitude as an interview begins.

A 7. Develop self-confidence in handling responses to typical questions asked during an interview.

A 8. Be aware of employment tests that might be required by some companies.

A 9. Be aware that all job interviews do not end in employment.

EVALUATION PROCEDURES*:

1. Willingness to share different procedures used by local companies in choosing new employees. (Teacher evaluation) (1)

2. Using case studies and personal experiences, participants pick out examples of methods for arranging interviews. (2)

3. Verbalize possible effects on employer in your keeping or not keeping an interview appointment. (3)

4. Fill out a sample application form and prepare a resume. (4)

5. In response to a given situation identify which type of application should be sent to the employer. (5)

*For each procedure, the number of the matching objective is given in parenthesis following the procedure.

6. Willingness to participate in interview "role-play" exhibiting more positive than negative attitudes. (6)

7. Willingness to rate self as a speaker. (6)

8. Shows increasing ease in role-play in answering typical questions in a job interview. (7)

9. Verbalize several types of employment tests which some companies may require. (8)

10. Willingness to participate in role-play of interview when rejection occurs and/or share ideas on how this could be handled. (9)

LEARNING ACTIVITIES*	RESOURCES
1. Brainstorm for different procedures used by local companies in choosing new employees. (small group or large group) (1)	Paper, pencils, chalkboard, etc.
2. Discuss case studies relative to arranging and keeping interview appointments. (role-play, personal experiences, etc.) (2,3)	Subject Matter Details, p. 6.
3. Discuss completing the application; fill out sample application form. (4) Study resume form; write sample resume. (6)	Handout #1, p. 14, 16. Handout #2, p. 17, 20, 21.
4. Discuss situations which might require a letter of application. (5)	Subject Matter Details, p. 7.
5. Write a letter of application. (5)	Handout #3, p. 23, 24, 25.
6. Discuss preparation of self in getting ready for an interview. (6,7)	Subject Matter Detail, p. 8, 9; ESD Pamphlet, "How to Prepare Yourself for Job Interviews"
7. Role-play typical job interview. (6,7)	Handout #4, p. 26,27. Guest Interviewer (Personnel Manager, Community Resource)
8. Discuss various tests that might be given at interview. (8)	Subject Matter Details, p. 10.
9. Role-play reaction to job rejection or discuss negative factors that could lead to rejection. (9)	Handout #5, p. 28. Subject Matter Details, p. 12.

*For each learning activity, the number of the matching objective is given in parenthesis following the learning activity.

MAJOR GENERALIZATIONS LEARNED*:

1. Filling out application forms, preparing a resume, and writing letters of application neatly and accurately aids in selection of employees. (4,5)

2. Interviews are influential in obtaining a job. (1,2,3,4,6,7)

3. Knowing typical questions asked during the interviews helps in developing confidence during interviews. (6,7)

4. Knowledge of possible employment tests helps prevent loss of self-control. (7,8)

5. Job rejection does not mean you are a failure. (9)

ASSIGNMENTS

1. Complete application forms or letters of application where applicable.

2. Write a personal resume.

3. Write down and/or share with group two positive things about self.

*For major generalizations learned, the number of the matching objective is given in parenthesis following the generalization.

SUBJECT MATTER

OBJECTIVE 1. IDENTIFY AND DESCRIBE A TYPICAL PROCEDURE USED BY A LOCAL COMPANY IN CHOOSING NEW EMPLOYEES FOR A JOB.

A job interview may be arranged in many ways, depending upon the situation and the type of job for which you are applying. Here are some examples of arrangements for job interviews:

Betty Lynn decided to apply for a job at a bakery. She stopped by the store to see when she could come in for an interview. The clerk told her that Mrs. Meyer the manager, would see her in two days at 6 o'clock in the morning. It seems Mrs. Meyer helps her employees with the baking very early in the morning. She then wants to interview job applicants between 6 and 7 before she goes home. Betty Lynn now knows that she will be interviewed two days later at 6 a.m.

Richard Barnes has decided that he would like to work at a short-order restaurant. He noticed in the paper that the Burger Haven will interview persons interested in short-order cooking, waiting on tables, and general cleanup from 2 to 4 p.m. on Tuesday. Richard knows that he must report for the job interview on Tuesday, any time between 2 and 4 o'clock in the afternoon. He can expect that there will be lots of persons at the Burger Haven at that time. The manager prefers to interview all applicants on one afternoon a week.

Sammie Bryant, the personnel manager at the Hall Manufacturing Company, prefers to schedule appointments for job interviews. Job applicants must first fill out an application form and leave it with a secretary at the company. When Sammie has an opening for which an applicant is qualified

that person is called. Sammie then schedules a specific day and time for the interview. Recently, Jo Topp received a call about an opening as a machinist. Jo will be interviewed for the position next Thursday at 10 a.m.

OBJECTIVE 2. IDENTIFY METHODS OF ARRANGING FOR INTERVIEWS.

In some cases, an interview will be arranged either by the employer or by the job applicant at a time both agree upon. Ordinarily, this is the best procedure for getting an interview. It generally ensures that you will get an interview then you arrive. The employer (or personnel manager or a representative) expects you and has set this time aside to talk with you. Therefore, if possible, try to arrange for a specific date and time for your job interview by calling or writing to the company.

The person who interviews job applicants varies from firm to firm. In some companies, especially small businesses, the owner interviews all job applicants. In other firms, the manager may do it. A manager doesn't own the business. However, the manager is the person responsible for running the business. One of the manager's jobs is to interview and hire employees. In many large companies, a personnel manager (or employment manager) interviews job applicants. Personnel managers also have other duties, but interviewing and hiring employees are their main duties.

OBJECTIVE 3. BE AWARE OF IMPORTANCE OF KEEPING AN INTERVIEW APPOINTMENT.

Some companies set certain periods for job interviews and will give them only during that time. For example, they prefer to interview all applicants

between certain hours. Many of these companies will not make appointments. Instead, they ask all applicants to come during the specified hours. Call or write to the company to find out when you can be given an interview.

OBJECTIVE 4. BE WILLING TO COMPLETE A TYPICAL JOB APPLICATION FORM.

Interviewing procedures also vary. Some companies, especially those with a personnel or employment office, have a separate waiting room for job applicants. Usually, an assistant will explain how to apply for a job at that firm. The room often has tables and chairs where you may sit and wait for an interview. You will complete any necessary job application forms in this room.

Often the assistant will give each applicant a job application form and then collect the form when the applicant has completed it. The assistant may also look the form over to be sure it is complete. In some companies, he or she also may give employment tests. The assistant may tell the applicant to be seated until a company representative is free to interview. Sometimes applicants are told that it is not necessary to be interviewed. Instead, they will be called if the company decides to employ them.

OBJECTIVE 5. COMPREHEND INFORMATION THAT WILL BE NEEDED IN A LETTER OF APPLICATION AND DETERMINE WHEN SUCH A LETTER SHOULD BE SENT.

Some companies require a letter of application before interviews can be scheduled. The letter of application requests an interview for a specific job and should be written in a well organized format. The letter should include information about your skills for doing that particular job. The appearance of the letter could influence whether the employer wishes to schedule an interview. (See sample letter on p. 25.)

OBJECTIVE 6. HAVE RESUME PREPARED AND BE WILLING TO DEMONSTRATE A POSITIVE ATTITUDE AS AN INTERVIEW BEGINS.

When you have found one or more jobs you would like to get, your next step is to prepare a resume, or personal data sheet. A resume is a summary of the facts about you that are important for the job you are seeking. The main purpose of the resume is to present a potential employer with all the facts about you that relate to the job you seek. The resume should make the employer feel good about you because you have collected and organized all the important facts. This saves the employer from having to dig out the same facts. A well organized and complete resume contains nearly all the information usually needed on employment applications forms. If you have the resume with you when you apply for a job, it will be easier to provide the information on the application form. You also should send a resume with your letters of application, if such letters are needed to arrange job interviews. It is important that your resume be neat and well organized. It should be an advertisement of yourself to potential employers.

In any interviewing situation, people who are polite and use pleasant behaviors are more likely to make a favorable impression. A company assistant in the waiting room may be able to affect who gets an interview with the person who has direct responsibility for hiring employees. Upon arriving in the office, introduce yourself to the assistant and say why you are there. For example, a job applicant might say: "Good morning, I'm Betty Johnson, I'd like to apply for a job as a salesperson with your company. I have my resume with me."

OBJECTIVE 7. DEVELOP SELF-CONFIDENCE IN HANDLING RESPONSES TO TYPICAL QUESTIONS ASKED DURING AN INTERVIEW.

Note to teacher: If a guest interviewer is used for role-play situations, it would add reality to the classroom situation.

It is important to realize that sometimes large companies have many applicants for only a few positions. And so it is important that the first impression you give be positive. You are strongly encouraged to dress appropriately, to take at least two resumes with you and to show your best charm and manners with any person you meet in that firm. Politeness, good grooming, courtesy, and supplying the correct work will strengthen the impression you make.

In some firms, it will not be necessary for you to meet an assistant or anyone other than the owner or manager of the firm. This usually is true of small construction companies; small independently owned retail stores; small insurance or real estate offices; service stations; and so forth. You may not even be asked to fill out an application form or to take an employment test. Again, however, remember that there are probably many people applying for that job. Dress appropriately, be polite and courteous, and give the employer your personal resume to make a good impression.

The importance of first impressions when applying for a job cannot be emphasized too much. Job interviewing and application procedures may vary a great deal from one firm to another. Some will require application forms, employment tests, physical examination, and several interviews. Others may only require one short interview. In any event, your interest in the job and your positive first impression may be the deciding factors in your being hired over someone else.

OBJECTIVE 8. BE AWARE OF EMPLOYMENT TESTS THAT MIGHT BE REQUIRED BY SOME COMPANIES.

On the day of your interview, some companies may require you to take some employment tests. Do as well as you can on these tests. Employers give tests for several reasons. First, tests help the employer select only those applicants who are qualified for certain positions. Some jobs require a high degree of skill. For example, a secretarial position may require a person to take shorthand at 100 words per minute. If the applicant can take shorthand at only 40 words per minute, there is little point in considering the applicant for the position.

Employers also give an employment test to obtain additional information about possible jobs for the applicant. It is important to both you and your employer that you be placed in a job for which you are qualified. A job may be too difficult for you, but it also may be too easy. If a job is too difficult, a person soon becomes frustrated and discouraged with the whole work environment. On the other hand, if the job is too easy, the resulting boredom and carelessness often cause a person to become unhappy and dissatisfied. Special employment tests can indicate the kind of job for which a person might best be suited.

A third reason for employment tests is to identify "promotable" individuals, those who have the talent and skills to advance within the company. Often, those who score high on employment tests are watched closely in the early stages of employment. If they show an understanding and commitment to the work, they are considered for promotion.

Finally, employment tests are often used to help employers check on an applicant's job interest, general outlook on life, and likelihood of being satisfied with the job and the firm.

DIFFERENT KINDS OF TESTS: There are many kinds of tests available for employment use. It is difficult to guess what kind of test you might be expected to complete when you apply for a job. However, a general list of the types of employment tests you may need to complete include the following:

Aptitude Tests: Measure your general aptitude for certain kinds of work, such as mechanical aptitude, potential for operating machinery, and so on.

Skill Tests: Measure certain skills, such as shorthand, typewriting, haircutting, and so on.

Interest Tests: Measure interest in certain kinds of occupations, such as your interest in working with the public as opposed to working outdoors, or your interest in selling things as opposed to fixing things.

Academic Tests: Measure such things as understanding and use of mathematics, spelling, general information, vocabulary, or a specific subject matter field like home economics.

Personality Tests: Measure certain personality traits, such as friendliness, persuasiveness, and so on.

It is important that you try to do your best on employment tests. Be certain you understand what is expected of you in completing the test. If the directions are unclear, ask the person giving you the test to

interpret them. You will need to find out whether or not the test is timed and how it will be scored. Do not be afraid to ask questions if you do not understand any part of the test. Try to relax while taking the test. If you understand the reason for the test, what to do on the test, how it will be scored, and the directions, there should be little concern. People do have different abilities, skills, aptitudes, and interests. Although you may not do well in one area, you will excel in another.

OBJECTIVE 9. BE AWARE THAT ALL JOB INTERVIEWS DO NOT END IN EMPLOYMENT.

Most interviews are conducted to locate one employee. When many persons apply for one position, more people are rejected than hired.

Having unmet needs may lead to a sense of frustration and failure. Because of the sensitive nature of failure in our society, this activity should be approached with caution. In some cases, it may be best for participants to write their thoughts on paper for their eyes alone. In other instances, participants may be mature and comfortable enough to discuss their feelings about failure. No one should be required to discuss the situation in which failure was experienced.

Ask students to think about the greatest feeling of failure they have ever had. Without revealing what caused the failure, participants can explore or share their feelings about the situation. As they look back, what unmet needs seem to cause or worsen the failure? What did the participant learn from the situation? How can they apply these learnings to the present?

Quips and Quotes*

"Don't let life discourage you; everyone who got where he is had to begin where he was." - Richard L. Evans

"I always wanted to be somebody. If I made it, it's half because I was game enough to take a lot of punishment along the way and half because there were a lot of people who cared enough to help me." - Althea Gibson

"Experience is not hwat happens to you; it is what you do with what happens to you." - Aldous Huxley

"Nothing would be done at all if a person waited till he could do it so well that no one could find fault with it." - Cardinal Newman

"No one can make you feel inferior without your consent."
- Eleanor Roosevelt

"No man is happy unless he believes he is." - Publilus Syrus

Handling Rejection at Job Interview

Ask two members of the group to role-play an interview where rejection occurred (let two members decide what is happening). Afterward let class discuss the action and talk about how they would have handled it. They may do further role playing if desired. After talking about all the ways they can think of for handling the situation, have class arrive by consensus as to the best way to handle. (See Bolles, Chapter 2, for more information.)

Resource for additional activities: Bolles, Richard Nelson. What Color Is Your Parachute. A Practical Manual for Job-Hunters and Career-Changers. 1980 Edition. Ten Speed Press, Box 7123, Berkeley, CA 94707. Paperback, $6.95.

*Connie R. Sasse, Person to Person Teacher's Guide.

Handout #1

"WE ARE AN EQUAL OPPORTUNITY EMPLOYMENT COMPANY. WE ARE DEDICATED TO A POLICY OF NON-DISCRIMINATION IN EMPLOYMENT ON ANY BASIS INCLUDING RACE, CREED, COLOR, AGE, SEX, RELIGION OR NATIONAL ORIGIN; OR PHYSICAL DEFECTS"

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE

NAME _____ (LAST / FIRST / MIDDLE)

PRESENT ADDRESS _____ (STREET / CITY / STATE / ZIP)

PERMANENT ADDRESS _____ (STREET / CITY / STATE / ZIP)

PHONE NO _____ SOCIAL SECURITY NUMBER _____

REFERRED BY _____

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE _____ WHEN _____

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK _____

U. S. MILITARY OR NAVAL SERVICE _____ RANK _____ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES _____

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.) _____

EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

ASSIGNMENT SHEET #4

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF TWO PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

TO BE COMPLETED DAY EMPLOYMENT BEGINS

DATE

HEIGHT WEIGHT AGE DATE OF BIRTH

SINGLE MARRIED WIDOWED CITIZEN U.S.A. SEX

THE ABOVE INFORMATION NEEDED FOR PENSION, HOSPITALIZATION INSURANCE, ETC., AND NOT FOR HIRING PURPOSES.

INTERVIEWED BY DATE REMARKS

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT POSITION WILL REPORT SALARY WAGES

APPROVED: 1. EMPLOYMENT MANAGER 2. DEPT. HEAD 3. GENERAL MANAGER

Handout #1

Filling Out An Application

How you fill out your application will be important to the prospective employer. The application represents you to the employer and gives a first impression as to the type of person you might be.

What An Employer Looks For

1. Neatness--how neat or messy your application is can reflect the kind of work you would do.
2. Completeness--have you answered everything--mark those things that do not pertain to you with a dash or N/A (not applicable).
3. Honesty--answer each question truthfully, a false answer could result in no-hire or dismissal after you are hired.

Materials to Bring

1. Completed Resume--or completed standard application (can be obtained at office supply stores). These items can aid in filling out the application.
2. Soft lead pencil with eraser and/or pen.
3. Social Security Card.
4. Proof of Age--birth certificate or drivers license.

Completion of Application

1. Check over form before beginning.
2. Follow instructions.
3. Print neatly--abbreviate when necessary.
4. Draw lines in spaces not applicable or use N/A.
5. Use none to answer questions such as: Foreign languages spoken?
6. Use a diagonal line to mark out large areas not filled in.
7. Check over completed application for accuracy.
8. Read and understand pre-employment statement before signing.

Handout #2

Explanation of Resume

I. Terms and definitions

A. Resume--A complete summary of a person's qualifications for a job. Sometimes refereed to as a personal data sheet.

B. Letter of application--A letter asking for a job

C. Personal Data

1. Address--A place where you reside or receive your mail

2. Telephone--Your own number or a place you can be reached (State which one.)

3. Date of birth--Month, day, and year you were born

4. Marital status--Whether married, single, divorced, separated or widowed

5. Physical condition--Health, height, weight, and physical handicaps, if any

D. Education and training--High school attended, special training and degrees you have (List latest one first.)

E. Military service

1. Branch of service, date entered, initial rank, type of discharge, date of discharge, and rank

2. Type of duty--Kind of job and job duties you performed

F. Work experience (List latest job first.)

1. Employer--Name and address of person or firm where employed

2. Dates--Month and year you began, and month and year you terminated

3. Job title--Name of job you performed

4. Duties--The type of work you performed (List only the three or four most important duties.)

5. Supervisor--Name of the person to whom you were directly responsible

6. Reason for leaving--A brief statement of why you left the job

G. Awards, licenses, honors, and organizations

1. Awards--Something that is conferred or bestowed on the basis of merit or need Example: Truck driver receiving an award for five years service without an accident

2. Licenses--Special licenses pertaining to work or trade (Certified welder, electrician, plumber's license, C.P.S., C.P.A.)

3. Honors--An academic distinction conferred on a superior student (Valedictorian of your class or an assistantship in college.)

4. Organizations--School, class, civic, or other groups to which you pay membership dues

H. Interests and hobbies--Things you have concern in, and things you like to do -- especially those salable skills cultivated through homemaking

I. References--Persons who know you well (Give name, complete address, and occupation.) Do's and don'ts in references:

1. Do give a former employer for a reference.

2. Do give a former teacher for a reference.

3. Do give leading citizens who know you well for reference, such as: family doctor, family banker, family druggist, etc.

4. Don't use relatives for references unless they are former employers

5. Don't use anyone for reference without first getting their permission.

II. The purpose of a resume

A. To attach to a letter of application when asking for an interview

B. To keep in interview kit for help in answering questions on job application blank

C. To study just before interview so all information will be fresh in your mind

D. To keep accurate records of personal and employment history

NOTE: The resume should be brought up to date every time you change jobs, complete an educational or training program, or otherwise make a change that affects the information on the resume.

III. Information that should appear on a resume

A. Personal data

B. Education and training

C. Military service

D. Work experience

E. Awards, licenses, honors, and organizations

F. Interests and hobbies

G. References

Handout #2

Basic Outline for Writing Resume

Resume of _____

Personal Data

- Address
- Telephone
- Date of Birth
- Marital Status
- Physical Condition

Education and Training

- College or Vocational School Address
- High School Address
- Junior High School Address
- Elementary School Address

Military Service

- Branch
- Type of Duty

Work Experience

- Employer
- Dates
- Job Title
- Duties
- Supervisor
- Reason for Leaving

Awards, Licenses, Honors, Organizations

Interests and Hobbies

References

1.
2.
3.

Handout #2

Sample Resume

James Graduate

Personal Data

Address	168 Clover Street Atlanta, Georgia 30329
Telephone	(404) 633-2811
Date of Birth	February 3, 1951
Marital Status	Single
Physical Condition	Good. Height--5'11''; Weight--185. No employment handicaps

Education and Training

Army Occupational School Fort Dix, New Jersey	Attended 1969--nine months of electrical wiring and maintenance training
Equivalency Education Prep Courses Fort Dix, New Jersey	Attended 1969--received G.E.D. Certificate
Central High School Atlanta, Georgia	Attended 1966-69 (Left school in middle of junior year to join Army.)
Memorial Junior High School Atlanta, Georgia	Attended 1964-1966
Washington Elementary School Atlanta, Georgia	Attended 1957-1964

Military Service

U.S. Army	1969-71--Initial Rank--E-1. Honorable discharge--December, 1971, with rank of E-4
Type of Duty	After training period, received various assignments as an Electrical Wiring and Maintenance Specialist

Work Experience

Employer	Nationwide Shoes 170 Peachtree Street Atlanta, Georgia
Dates	June, 1967 - November, 1969 (part-time)
Job Title	Sales Clerk
Duties	Assisting customers in the selection and purchase of footwear. Recording customer purchases on cash register and receiving payment via cash, credit cards and personal checks
Supervisor	Mr. James Snow
Reason for Leaving	To prepare for enlistment in U.S. Army

Awards, Licenses, Honors & Organizations

President of Sophomore Class--Central High School, Atlanta, Georgia
Served as member of Enlisted Men's Advisory Committee to Base Commander, Fort Benning, Georgia

Interests and Hobbies

Swimming, softball, bowling

References

Mr. Robert Drake, Manager
Nationwide Shoes
170 Peachtree Street
Atlanta, Georgia

Mr. James Snow, Supervisor
Nationwide Shoes
170 Peachtree Street
Atlanta, Georgia

Mr. Randall Williams, Vocational Teacher
Central High School
Atlanta, Georgia

Handout #3

Hints for Writing a Letter of Application

I. Basic rules
   A. Use white stationery and envelopes (regulation-size)
   B. Typing the letter is preferable. Send an error free copy.
   C. Be brief. Type or write on only one side of the paper. (Limit yourself to one sheet of paper)
   D. Double check for errors in grammar, spelling, and punctuation.
   E. The firm's name or the person's name should be spelled correctly.
   F. Salary should not be mentioned until the interview.

II. Reasons for being neat
   A. The representative of the company will not waste time attempting to read an application that is messy looking and grammatically difficult to read.
   B. The appearance and quality of your application reflects your desire to get the job.
   C. Your application is the first contact you have with the interviewer. You want your first contact to leave a good impression.

III. Format of your letter (see example, attached p.)
   A. Your complete address and the date when you are writing. Use block form and do not abbreviate.
   B. Name and position of the person you are writing to (if you know the information)...and the complete name and address of the company. (Check Yellow Pages of phone book)
   C. Greeting: Dear Mr. or Ms. (if you don't know marital stutus of a woman)
   D. Body of the letter
      1st Paragraph: State the position that you are applying for
      2nd Paragraph: Describe your qualifications for the job
      3rd Paragraph: Ask for an interview at the employer's convenience
   E. Close letter with "Sincerely" and be sure to sign your name in your own handwriting

**If you are answering an ad in the paper...state the name of the newspaper and the location of the ad to which you are responding...include this information in the 1st paragraph.

i.e., "I would like to apply for the job of printer advertised by your company in the March 1, 1979 edition of the Arkansas Sounder."

Handout #3

Format for a Letter of Application

Your Address
City, State Zip Code
Date

Name and Title of person who will receive letter
Business name of company or corporation
Business Address
City, State Zip Code

Dear (Name of person) or Dear (Sir or Madam)

Body of letter

Sincerely,

(Your signature)
Your name typed

Type "Enclosure" here if a resume or any other material is mailed with the letter.

Handout #3

Sample Job Application Letter

217 West Beech Street
Little Rock, Arkansas 72204
July 1, 1980

Mrs. Doris Jones
The Smith Corporation
100 West 12th Street
Little Rock, Arkansas 72201

Dear Mrs. Jones:

Mrs. Sally Brenner, Counselor at Employment Security Division, Little Rock, Arkansas, has suggested that I apply for the position of salesperson with your company.

I am experienced in sales work and I am sure that I can be of benefit to your company. For your consideration, my resume is enclosed.

May I have an interview at a time convenient to you? I look forward to hearing from you at your earliest convenience.

Sincerely,

Betty A. Homemaker

Enclosure

Handout #4

Sample Interview Questions

Indicate what your answer would be if the employer whose ad you selected asked you these questions:

a. "Why are you interested in working for us?"

b. "Have you any plans that would limit the length of your employment?"

c. "What are your ambitions--what do you hope to be?"

d. "What can you tell me about your ability to accept responsibility?"

e. "Why did you leave your last position?"

f. "What are your hobbies or chief interests?"

g. "What salary do you think you deserve?"

h. "Why do you think I should hire you?"

DOs

DO Stress your qualifications for the job opening.

DO Recount experiences you have had which would fit you for the job.

DO Talk and think, so far as possible, about the future rather than the past.

DO Indicate where possible, your stability, attendance record and good safety experiences.

DO Remember that older employees are capable, dependable, trainable, careful and steady.

DO Try to learn ahead of time about the company and its products.

DO Assume an air of confidence.

DO Approach the employer with respectful dignity.

DO Try to be optimistic in your attitude.

DO Maintain your poise and self-control.

DO Try to overcome nervousness or shortness of breath. (It helps to take a deep breath.)

DO Hold yourself erect.

DO Apply for the job in person.

DO Apply for a specific job or jobs.

DO Answer questions honestly and with straightforwardness.

DO Stress the contribution you can make to the enterprise.

DO Have available a list of former employers, time and period of service.

DO Let as many people as possible know you are "job hunting."

DO Know the importance of getting along with people.

DO Recognize your limitations.

DO Make plenty of applications.

DO Indicate your flexibility and readiness to learn.

DO Be well-groomed and appropriately dressed.

DON'Ts

DON'T Keep stressing your need for a job.

DON'T Discuss past experiences which have no application to the job situation.

DON'T Apologize for your age.

DON'T Be untidy in appearance.

DON'T Cringe or beg for consideration.

DON'T Speak with muffled voice or indistinctly.

DON'T Be one of those who can do anything.

DON'T Hedge in answering questions.

DON'T Express your ideas on compensation, hours, etc. early in the interview.

DON'T Hang around, prolonging the interview.

DON'T Go to an interview without a record of your former work connections.

DON'T Arrive late and breathless for the interview.

DON'T Isolate yourself from contacts who might help you find a job.

DON'T Feel that the world owes you a living.

DON'T Make claims if you cannot "deliver" on the job.

DON'T Display a feeling of inferiority.

Handout #5

Negative Factors That Could Lead to Rejection

1. Lack of care for personal appearance.
2. Overbearing-overaggressive-conceited-superiority complex-know-it-all.
3. Inability to communicate.
4. Lack of planning for career - no purpose and goals.
5. Lack of interest and enthusiasm - passive, indifferent.
6. Lack of confidence and poise.
7. Failure to participate in activities.
8. Overemphasis on money - interest only in best dollar offer.
9. Poor scholastic record - just got by.
10. Unwilling to start at the bottom - expects too much too soon.
11. Makes excuses-evasiveness-hedges on unfavorable factors in record.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy-ill mannered.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislike for school work.
18. Lack of vitality.
19. Fails to look interviewer in the eye.
20. Limp, fishy handshake,
21. Indecision.
22. Friction with parents.
23. Sloppy application blank
24. Merely shopping around.
25. Wants job only for short time.
26. Little sense of humor.
27. Lack of knowledge of field of specialization.
28. Parents make decision for him or her
29. No interest in company or in industry.
30. Emphasis on whom he know.
31. Unwillingness to go where we send him or her.
32. Cynical.
33. Low moral standards.
34. Lazy.
35. Intolerant-strong prejudices.
36. Narrow interests.
37. Poor handling of personal finances.
38. No interest in community activities.
39. Inability to take criticism.
40. Lack of appreciation of the value of experience.
41. Radical ideas.
42. Late to interview without good excus
43. Never heard of company.
44. Failure to express appreciation for interviewer's time.
45. Asks no questions about the job.
46. Indefinite response to questions.

CLASS: Homemakers in Transition

UNIT: The Job Market

CONCEPT: Managing a Job

INSTRUCTIONAL OBJECTIVES: Objectives are classified as cognitive (C), affective (A), or psychomotor (P) to the left of each number.

A 1. Be aware of the personal responsibility of holding a job.

C 2. Relate job expectations to individual job rights.

C 3. Consider the overall effect of positive and negative job habits in relation to production, employer expectations and co-worker expectations.

C 4. Recognize personal working habits that will help or hinder future career success.

C 5. Formulate and present justification for a promotion or raise.

C 6. Comprehend appropriate techniques for quitting a job.

EVALUATION PROCEDURES*:

1. Following role play situation or discussion, participant correctly identifies positive personal characteristics needed for job security. (1,4)

2. Compare the rights of employers and employees. (2)

3. After playing the production game, individuals verbalize feelings and reactions to the problems presented in the simulated working experience. (3)

4. Fill out evaluation of individual habits that are associated with career success. (4)

5. Present (in writing) a case for a promotion or a raise. (5)

6. Describe in own words various techniques for quitting a job. (6)

*For each procedure, the number of the matching objective is given in parenthesis following the procedure.

LEARNING ACTIVITIES*	RESOURCES
1. Register, make & wear name tag.	Registration Sheet with name, address, phone no. Name tags, pens.
2. Icebreaker: Browse, self-serve refreshments, observe the setting for the lesson displayed on the bulletin board.	Refreshments, hostess, bulletin board using the illustration on the ESD pamphlet, "Your Job - How to Lose It."
3. Discuss the implications of the idea presented on the bulletin board... read and discuss the pamphlet "Your Job - How to Lose It." (1)	Secure pamphlets from local ESD office.
4. View filmstrips or transparencies and discuss the concepts presented to obtain foundation for establishing effective human relations on the job.	Filmstrip projector or overhead projector. Secure catalog of filmstrips available from: J.C. Penney Co. 1301 Avenue of the Americas New York, New York 10019 The Singer Company 1345 Diversey Parkway Chicago, Ill. 60614 Guidance Associates, Inc. Castleton St. Pleasantville, N.Y. 10570 The Butterick Company 161 Sixth Avenue New York, New York 10013
5. Break and social interaction	
6. Summarize orally the concepts learned up to this point. Handout and discuss "Rights." (2)	Attached p. 11.

*For each learning activity, the number of the matching objective is given in parenthesis following the learning activity.

LEARNING ACTIVITIES	RESOURCES
7. Play the "Production Game." (3)	Attached p. 12.
8. Alternate activity could be based on the Ruth/Mason/Phipps packets: Exercises in solving job problems. "Supervising on the Job" "Succeeding on the Job" (3,4)	Order from: Interstate Printers & Publishers, Inc. Danville, Ill. 61832
9. Discuss feelings and expectations by responding to questions listed under "Subject Matter" - summarize learnings. (3,4)	Attached p. 7.
10. Preview and discuss the evaluation "My Personal Job Habits." (4)	Copy of handout. Attached p. 14.
11. Discuss plans for next meeting.	

MAJOR GENERALIZATIONS LEARNED*:

1. A job worth having is worth the effort to establish effective employer-employee relations. (1,2,3)

2. Success on the job demands personal dedication, cooperation, and practical applications of basic human rights. (1,2,3,4)

3. Establishing effective relationships on the job can contribute to job satisfaction and optimum production. (3,4)

4. Each person on the job can be a support system for another person. (3)

5. Career success often depends upon a person's ability to leave a good impression when leaving a job, asking for a promotion, or asking for a raise. (5,6)

ASSIGNMENTS

1. Participants are to complete evaluation of "Personal Job Habits" and bring back to class next week.

2. Write down problems associated with jobs that you would like to discuss with the group.

3. Look for articles in newspapers and magazines that would be helpful in learning job management.

*For major generalizations learned, the number of the matching objective is given in parenthesis following the generalization.

(Optional)

LEARNING ACTIVITIES*	RESOURCES
1. Register, make & wear name tag.	Registration Sheet with name, address, phone no. Name tags, pins, pens.
2. Icebreaker: Browse	
3. Discuss the preparation of the "Evaluation." "What Did I Learn About Myself?" (4)	Handout from previous session.
4. Group discussion of "job related problems." (3,4)	Lists brought by participants.
5. Share news clippings and articles relating to job management. Place clipping on bulletin board. (3,4)	Supplied by participants. Teacher may wish to collect a few examples.
6. Break and social interaction.	
7. Discuss the reasons or justifications for receiving raises and promotions. Discuss the difference in "earning" a reward vs. being given a "favor." (5)	Subject Matter, p. 8.
8. Discuss the questions on the handout, "Guidelines for Justifying a Raise or Promotion." Role play the situation or write out a petition for a raise. (5)	Handout attached, p.17.
9. Study the "Guidelines for Giving Notice..." and role play situations presented by the teacher or practice writing a letter of resignation. (6)	Handout attached, p. 18.
10. Summarize orally the techniques learned. (4)	

*For each learning activity, the number of the matching objective is given in parenthesis following the learning activity.

LEARNING ACTIVITIES	RESOURCES
11. Plan for next meeting.	
12. Present "Factors Relating to Career Success: as summary for whole unit. (4) (optional)	Attached, p. 20.

MAJOR GENERALIZATIONS LEARNED*:

1. Merit raises and promotions are an important part of the rights and expectations of the employee. (2,5)

2. Career success sometimes depends upon a person's ability to leave a job in the appropriate manner. (6)

ASSIGNMENTS:

1. Participants can complete practice letters of "Justification" and "Resignation" at home and discuss at the beginning of the next meeting.

2. Participants may keep a folder of the sample letters and guidelines for future use.

*For major generalizations learned, the number of the matching objective is given in parenthesis following the generalization.

SUBJECT MATTER

OBJECTIVE 1. BE AWARE OF THE PERSONAL RESPONSIBILITY OF HOLDING A JOB.

On the average, people work 40 years or more during their lifetime. Most of our waking hours will be spent on the job. The job we have will influence our whole lifestyle. Much of our happiness will depend on the success of our job and the relationships we form with co-workers. Therefore, we want to choose our work carefully and we want to be able to keep the job we have chosen. When one job terminates, another is usually sought to provide income.

Note to teacher: You may or may not wish to point out the difference between paid and unpaid employment, like homemaking. Since the HIT group may have many who have not done paid employment, you may wish to modify this subject matter to more precisely fit your group.

Strategy: Construct an eye-catching bulletin board using the illustration on the ESD pamphlet, "Your Job - How to Lose It." Discuss the individual responsibility of developing positive attitudes and working habits that will satisfy the employer's expectations and co-workers' expectations. As each "poor" attitude or action on the pamphlet is discussed, answer the questions "What are the employer's rights" and "What are the rights of the employee." Encourage the participants to look at situations from the employer's point of view.

OBJECTIVE 2. RELATE JOB EXPECTATIONS TO INDIVIDUAL JOB RIGHTS.

Summarize by discussing acceptable "reasons" (vs. excuses) for being late, absent, etc. Use handout on "rights" to summarize. This activity will

reinforce the previously presented concept of accepting occupational responsibility for oneself and further create an awareness that each participant in the "work" situation has expectations and responsibilities.

**** If additional filmstrips or transparencies are used, they should be followed with a discussion and a summary of the concepts presented.

OBJECTIVE 3. CONSIDER THE OVERALL EFFECT OF POSITIVE AND NEGATIVE JOB HABITS IN RELATION TO PRODUCTION, EMPLOYER EXPECTATIONS AND CO-WORKER EXPECTATIONS.

All work related activity on the job is designed to help your organization meet its objectives. As long as your work contributes to meeting the goals of the company, the employer will want to keep you on the job. However, you could lose your job if your work habits (including poor attitudes or actions toward other employees or to supervisors) cause problems that stand in the way of achieving the company goals.

Strategy: Play the Production Game (see information sheet attached), p. 12. At the end of the game, discuss the following questions:

1. How did you feel working under pressure?
2. How did you feel when the "inspector" rejected your product?
3. What did this activity point out about leadership?
4. Who were the "idea" people? Who were the "hands on" people?
5. What did the game point out about unionization?
6. What ways would further training affect production? employee relations?
7. In a real working situation, what kinds of feelings might you have about the person who causes problems that affect co-workers?

This activity will 1) stimulate the participant to consider his/her importance as a responsible and necessary part of the total organization and 2) will aid the participant in evaluating his/her own work habits and attitudes.

OBJECTIVE 4. RECOGNIZE PERSONAL WORKING HABITS THAT WILL HELP OR HINDER FUTURE CAREER SUCCESS.

The consciencious employee always tries to improve the skills that will lead to success. Using self-evaluation, the employee can isolate weaknesses and make plans to strengthen his trouble areas.

Strategy: Hand out the evaluation form and briefly discuss the major sections of the form. Ask each participant to take the evaluation home, answer the questions and bring it back to class for the next meeting. This activity will require time, concentration, and careful consideration. The teacher should encourage each person to write out their own idea of what it will take to correct some of his/her own weaknesses (item 3 on page 3 of evaluation).

****After class: Teacher should update "Checklist of Observable Behavior" for each participant.

OBJECTIVE 5. FORMULATE AND PRESENT JUSTIFICATION FOR A PROMOTION OR RAISE.

Situations sometimes exist when a person's merit is readily recognized and raises or promotions are given without the necessity of a petition. However, when an employee feels that he/she has been overlooked, it is his/her responsibility to bring the matter to the attention of the employer.

Strategy: Hand out the "Justifications for a Raise or Promotion" study sheet and a sheet of blank paper. After discussing the questions on the checklist, let each person choose a work situation and write a justification for a raise or promotion. Or, ask for volunteers and role play a situation. Participants should be encouraged to accumulate the checklists and guidelines used in the classroom so that they will be available for reference in the future.

OBJECTIVE 6. COMPREHEND APPROPRIATE TECHNIQUES FOR QUITTING A JOB.

Sometimes it is necessary for a person to change jobs. It is equally as important to leave a job with a good impression as it is to make a good first impression. Most employers keep a personnel file that will include notes on your service as an employee and your reason for leaving the company. Part of your career success will depend upon your ability to leave a job in a friendly positive manner.

Strategy: Hand out "Guidelines for Giving Notice That You Are Leaving the Job: with sample letter attached. As teacher and class study the form used for giving notice, compare with the sample letter. The learning experience can either be: 1) role playing a situation illustrating the dangers of going in unprepared with no notes and role play a more desirable situation where the participant is prepared with notes provided by the teacher or 2) teacher passes out pencil and paper for participants to practice writing a letter of resignation and ask for volunteers to share and comment on their letters.

This learning experience allows the participant to practice the same skills used for securing a job: making a good first impression, showing confidence in self, taking occupational responsibility for oneself.

Rights and Responsibilities*

Employees:

1. Dependability (on the job - on time - prepared to work)
2. Interest in the business and its future
3. Initiative and desire to learn and improve
4. Honesty (involves time, money, private property)
5. Cooperation between management, worker, co-worker
6. Courtesy to customers, management, co-workers

Employer:

1. Salary that matches work performed
2. Safe working conditions
3. Open lines of communication - understanding of exactly what the employer expects
4. Sufficient notice of job termination
5. Reasons for being terminated
6. Equal opportunity under the law given

Co-Worker:

1. Cooperative atmosphere to work in
2. Individual responsibility for his/her share of the work
3. Assistance in learning the job
4. Mutual respect

What constitutes one person's rights becomes another's responsibilities.

*Adapted from Employability Skills Program, Student Handbook, Pulaski Vocational Technical School.

Production Game*

Materials needed:
1 pair of scissors per group
1 roll of tape per group
Stop watch or timer
Mimeographed sheets of the box (see p. for diagram)
Blank sheet of paper and pencil for each group to record objectives and progress
Problem box and problem slips (bell to ring - optional)
Finished models of box

Procedure:

1. Select one member of group to be timekeeper. (Rotate this responsibility so everyone experiences being part of a group or use co-teacher as timer.)

2. Divide group into teams...each group can select a name for their company. Select 1 "supervisor." Designate others in the group to be "cutters," "folder," "tapers."

3. Demonstrate how to make the box and give them time to practice on two or three boxes. Give explicit instructions and point out how it will be inspected for quality control. Supervisor puts I.D. mark on finished product. Give each group a finished "model."

4. Each group will set a goal of the number of boxes they can make in five minutes. A production chart can be set up on a blackboard or bulletin board.

5. Read the "rules."

6. Game begins.

Rules:

1. The teacher is the "quality control" department and should return all poorly constructed boxes.

2. The delivery of the box to quality control does not count until the teacher accepts and passes inspection of the product.

3. Records will be kept for several five minute sessions (at least three sessions).

4. The supervisor is the "leader" of the group and should strive to keep operation running smoothly and efficiently (regulate talking, waste of time...promote team spirit and cooperation).

*Adapted from the NEEDLETRADES Curriculum Guide distributed by the State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, Stillwater, Oklahoma.

Rules - cont'd.

5. During the sessions at a given interval, the supervisor will draw a problem from the problem box and follow the direction on the problem slip.

Problems as follow: Each "supervisor" has a problems box with all the problems included.

1. There has been an employee strike...stop production for the next minute.

2. A cutter does not show up for work...take a cutter out of production for this session.

3. Mechanical equipment was not lubricated properly resulting in a breakdown...take the scissors away from the group for two minutes.

4. The materials clerk failed to order materials causing a shortage for the day's business..take away the mimeographed paper boxes for one minute.

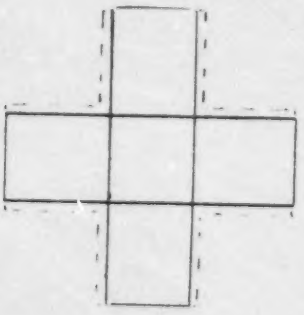
5. A cutter is late returning from work...take a cutter out of production for 15 seconds.

6. A taper is using the telephone for personal business...remove a taper from production for 15 seconds.

7. A folder fails to follow instructions...folds three boxes incorrectly and has to be returned by the taper.

END OF GAME...FOLLOW GOOD SAFETY AND CLEANLINESS STANDARDS...PICK UP SCRAPS OF PAPER AND RETURN SCISSORS, ETC. TO SAFE, ORDERLY STORAGE.

**Diagram for box: Enlarge and reproduce on 8 1/2" x 11" paper.



Evaluating "My Personal Job Habits"*

Getting and holding a job often depends upon a person's ability to establish a good relationship with the employer, fellow workers, and sometimes customers. The evaluation you are about to mark will help you to become aware of your own habits.

**** If you have never worked, answer the questions based on your experiences at school or in the home.

Place a (✓) in the box that best describes your habit.

	Frequently	Sometimes	Very Seldom	Never
TEAM WORK				
1. Do you do your own work and not leave it for someone else to do?				
2. Do you clean up after yourself?				
3. If someone has an idea about how to do a job better, will you listen and learn?				
4. Do you show interest in the other employees by learning their names as soon as possible?				
5. Do you work to promote team spirit?				
6. Do you show interest in the other workers by finding out about their families and their interests?				
7. Are you a good listener?				
8. Can you admit to your mistakes without making excuses?				
9. Can you assume the blame for things that are your fault?				
10. Do you gossip? (Gossip is any piece of information, true or false, which causes harm or casts a negative reflection upon the subject.)				
ATTITUDES TOWARD YOUR JOB AND YOUR EMPLOYER				
1. Do you try to be cheerful even though you may have personal problems?				
2. Do you feel your job is a privilege, not a right?				
3. Do you try always to do your job the best way you can?				
4. Do you report for work on time?				
5. Have you learned your job?				
6. Can your employer depend on you to be on the job unless you have been excused?				

*Adapted from the NEEDLETRADES Curriculum Guide.

"My Personal Job Habits" - cont'd.

	Frequently	Sometimes	Very Seldom	Never
7. Do you report for work prepared to work?				
8. Do you give a day's work for a day's pay?				
9. Do you try to avoid wasting materials?				
10. Do you use your time wisely (avoiding personal business on company time...honoring coffee break and lunch time schedules...avoid visiting on the job)?				
11. Do you try to use equipment properly and avoid breakdown?				
12. Do you think about better ways to do your job?				
13. Are you truthful and sincere?				
14. Will you ask questions when you need help?				
15. When there is a problem, do you try to see the problem from the employer's side?				
ATTITUDES TOWARD THE PEOPLE YOU WORK WITH				
1. Do you try to use good manners?				
2. Do you smile? and show confidence?				
3. Are you sincere?				
4. Are you patient with your fellow worker?				
5. Do you try to avoid arguing?				
6. Do you try to handle problems in a business-like manner?				
7. Do you avoid making comments that might upset someone?				
8. Do you refer matters you cannot handle to the supervisor?				
9. Do you treat each person as an individual?				
10. Do you take pride in winning friendships?				
11. Do you approach new employees first and try to make them feel welcome to the team?				

Personal Evaluation*

1. What do you feel are your strengths in personal habits that will help you to be successful in job performance and relationships?

2. What personal habits do you have that will prevent you from having a successful job experience?

3. Think about your weaknesses and write down two or three ways you could correct your weaknesses and improve your job relationships.

*Adapted from the NEEDLETRADES Curriculum Guide

Guidelines for Justifying a Raise or Promotion*

Be objective - ask yourself questions that will determine if your work is meeting the standards of the company - compare your work with the company standards.

For example:

1. What are the standards for my job?
2. How does my work compare with the standard?
3. Do I take care of the equipment entrusted to me?
4. How much progress have I made since I was hired?
5. Have I been involved in implementing more effective ways to do my job?
6. Have I or could I pass a test relating to the job I am doing?
7. Am I a good representative of my employer off the job as well as on?

Also check your attitudes:

1. Am I interested in the business and its future?
2. Am I on the job - on time - prepared to work?
3. Do I work overtime when necessary without complaining?
4. Have I been honest about the number of sick days taken?
5. Do I cooperate with the supervisors and my co-workers?
6. Do I use time wisely by looking for another job when my work is finished?
7. Am I courteous to customers, management, and co-workers?

Procedure for Petitioning

1. Ask your employer for an appointment.
2. Bring your notes to the interview.
3. Explain to your employer that you enjoy your work and would like to discuss your progress since you were hired.
4. Calmly and confidently present the information you have on your notes. Maintain eye contact as much as possible; keep the tone of your voice friendly but impersonal; answer questions, but do not back down or get on the defensive. Believe in yourself!
5. Thank your employer for the interview and for the time spent. Point out that 1) you are eligible for a raise or promotion according to company or union policy...or 2) you wish to be considered for a raise or promotion on the basis of your work activity.
6. When your interview is completed, go back to your work and be patient. Give the employer time to confer with other members of the firm or to consider the information you have presented. Do not threaten to quit and do not be a nuisance. After two weeks, ask if a decision has been made. Remember: Business circumstances or the budget may not allow for raises at this time.

*Adapted from the NEEDLETRADES Curriculum Guide.

Guidelines: Giving Notice That You Are Leaving a Job*

The most desirable way to give notice is to:

1. Ask for an interview with the appropriate company representative.
2. Begin the interview by establishing a favorable climate...voice appreciation for the time you have been employed...acknowledge the confidence the employer has shown by certain advancements or raises you have received...comment on the education you have received in the performance of your job.
3. Acknowledge that your departure will be an inconvenience and begin by stating the "positive" reason for going to a new job. Avoid giving "negative reasons for leaving the job.
4. Mention the name of the new employer and ask for a recommendation from your present employer.
5. Set a termination date that will allow the company a sufficient amount of time to replace you. The amount of time you set will depend upon the difficulty of the training period for your job.
6. Offer your complete cooperation in the transition and perhaps suggest a replacement.
7. Ask if the company would like a letter of resignation to add to your records.

Giving notice in person allows an opportunity for discussion that will prevent misunderstanding about the purpose of your departure.

Writing the Letter of Resignation

1. The letter of resignation should say exactly what you said in the interview. Use the same order of content as above if the letter is to be presented without an interview.
2. If typing services are not available to you, write the letter on 8 1/2" x 11" white paper. See sample letter attached.
3. If possible, personally deliver the letter and wait until it is read.

A well written letter of resignation leaves a favorable impression with your previous employer and prevents you from "burning your bridges." Unforeseen conditions may require that you return to your previous employer to seek employment. Even though your previous supervisor may no longer be there, your letter of a friendly withdrawal will still be in your files.

*Adapted from the NEEDLETRADES Curriculum Guide.

(Sample Resignation Letter)*

July 1, 1980

Joe Jones, Manager
Acme Products
23 West 9th St.
Anytown, Arkansas 72000

Dear Mr. Jones:

My association with Acme Products has been rewarding and gratifying. I especially appreciate the personal guidance you have given me from the beginning of my employment three years ago.

Recently, I was offered a job opportunity which I consider too worthy to pass up. Bowling Products, Inc. located in my hometown of Anycity, Arkansas has an opening for a quality control supervisor. I feel I am qualified for the position and there is an attractive starting salary. Of course, the income is important, but, the opportunity to return to my hometown is irresistible.

After much consideration, I have decided to accept the offer from Bowling Products. I am expected to report August 1. This letter should give you approximately four weeks notice.

I will be happy to do anything I can in the next few weeks to help the department prepare for my departure.

Respectfully yours,

Jane Robert
Supervisor

*Adapted from the NEEDLETRADES Curriculum Guide.

Summary: "Factors Relating to Career Success"*

This can be illustrated as a "Stairway to Success," "Pathway to Success," "Foundation to Success," or "Pyramid of Success" and visual aid created to "build" these objects as the teacher summarizes the lesson.

1. Dependability
2. Accuracy in performing operations
3. Ability to follow instructions accurately and without repetition
4. Attendance, tardiness, and strict observance of break and lunch periods
5. Speed in performing operations; amount of acceptable work produced
6. Capacity for remembering necessary details, figures, and instructions
7. Initiative and/or resourcefulness (being eager and/or creative)
8. Personal appearance; appropriate dress and grooming
9. Ability to maintain harmonious working relations with others
10. Physical fitness for the work
11. Ability to work under pressure or abnormal conditions, such as meeting deadlines, multiple assignments, and extra work
12. Industry; diligence; effort
13. Personality; cheerfulness and/or charms
14. Neatness and orderliness and maintenance or arrangement of physical surroundings, such as desks, files, and floor
15. Does not lose excessive time in personal telephone calls, talking with fellow workers, going to the rest room, and other personal activities
16. Ability to make judgments or decisions quickly and accurately
17. Natural ability, aptitude, and attitude for work
18. Acceptability of work within acceptable work standards for the job
19. Ability to organize work
20. Ability to suggest improvements in work techniques and operations

*Adapted from the NEEDLETRADES Curriculum Guide.

CLASS: Homemakers in Transition

UNIT: Personal Resources Management

CONCEPT: Money as a Resource

INSTRUCTIONAL OBJECTIVES: Objectives are classified as cognitive (C), affective (A), or psychomotor (P) to the left of each number.

C 1. Review terms related to resource management.

C 2. Evaluate own personal value system.

C,A 3. Manipulate sources of income.

C,A 4. Categorize monthly expenses.

C 5. Differentiate between needs and wants.

A 6. Choose priorities for spending money.

C 7. Recall other resources available for meeting needs and wants.

A 8. Choose alternative means of acquiring needs or wants.

EVALUATION PROCEDURES*:

1. Listen to feedback from class discussion. (1)

2. Observe participant's ease in filling out valuing activity; listen for signs of public affirmation; and look for actions that affirm incorporation of specific values. (2)

3. Observe participant's attention to recording expenditures and interest in comparing with National averages. (3,4)

4. Observe participant's use of notes when establishing needs and wants. Look for signs of value awareness as participant classifies the list. (5)

5. Observe participant's use of information previously learned concerning the relationship of needs, values, goals, and wants with choice in spending patterns. (6)

*For each procedure, the number of the matching objective is given in parenthesis following the procedure.

EVALUATION PROCEDURES (cont'd.)

6. Participant recalls correctly the list of personal resources and records on "My Resources" tally sheet. (7)

7. After reviewing personal "goals" and "My Resources," participant will choose where money can be replaced by other resources. (8)

LEARNING ACTIVITIES*	RESOURCES
1. Review terms related to "Personal Resource" management. (1)	Subject Matter Details, p. 4. Definitions used in "Skills" Unit.
2. Rank values on "Value Sheet." Answer questions. Respond to discussion. (2)	Subject Matter Details, p. 4 Handout #1, p. 9.
3. Fill in confidential sheet, "My Resources," outlining resources. React to problems that would be encountered if those resources of income are lost. (3)	Construct posters using magazine pictures to illustrate human and non-human resources. Subject Matter Details. Handout #2, p. 10. "My Resources."
4. List categories as shown on poster and write down estimates of monthly expenses. (4)	Blank paper and pencils. Poster or bulletin board "Where Does Your Money Go?" Subject Matter Details. *Teacher might prefer to request booklets for this activity from local bank, finance company, or Extension office.
5. Write title "My Goals" and list long and short term goals in separate columns. List most important ones at top of list and indicate time involved, i.e. week, month, year, 2 years. Classify wants(w); needs(n). (5,6)	Blank paper and pencils. Subject Matter Details, p. 7.

*For each learning activity, the number of the matching objective is given in parenthesis following the learning activity.

LEARNING ACTIVITIES (cont'd.)	RESOURCES
6. Receive $500 extra income in envelope. On list of goals, indicate priorities for spending this money. (5,6)	Supply individual envelopes containing $500 in small denomination play money. (10's, 20's, 50's). Subject Matter Details, p. 7.
7. Review materials from "Personal Resource" folder. (6)	Folders previously prepared. Subject Matter Details, p. 7.
8. Practice "juggling" resources on Handout #3, "Can You Manage..." Refer to list of "goals." Indicate where substitutions or combinations of resources could be used to achieve goals. Discuss how lack of money fouces the use of other resources (make changes in goals if needed). (7,8)	Handout #3, p. 11. Participant's personal list of "Long and Short Term Goals" and list of "My Resources." Subject Matter Details, p. 8. Blank paper and pencil.

MAJOR GENERALIZATIONS LEARNED*:

1. There is a direct relationship between values, goals, and spending patterns. (1,2,4,5,6)

2. In order to develop an effective spending plan, a person must be able to identify and use personal values, goals, needs, wants, and resources. (1,2,3,5,6,7,8)

3. Human and non-human resources can be used to meet needs and wants. (3,5,8)

4. Money management is a skill that must be practiced continuously. (3,4,5,6)

5. Even though money is available, other resources can be substituted to attain goals. (7,8)

ASSIGNMENT:

1. During the next two weeks, keep a written record of actual daily expenditures to determine true spending patterns.

2. Keep all lists and materials from this lesson and use for developing a "Personal Spending Plan" in a later activity.

*For major generalizations learned, the number of the matching objective is given in parenthesis following the generalization.

SUBJECT MATTER

OBJECTIVE 1. REVIEW TERMS RELATED TO RESOURCE MANAGEMENT.

Refer to Objective 1, concept: Skills Resource Unit.

OBJECTIVE 2. EVALUATE OWN PERSONAL VALUE SYSTEM.

Enjoying a part of "the good life" is a universal dream. A person who accepts whatever life "deals" rather than choosing own goals is probably not leading a meaningful and satisfying life. A "good" life can be constructed when a person is in tune with personal values and wants. Valuing activities assist a person in discovering cherished activities. Examples of valuing strategies are: role-playing; value continuum; open-ended questions; time diaries; autobiographical questionnaires; interviews; voting; thought sheets; reaction sheets; contrived incidents; value clarifving discussions or response sheets.

The criteria for evaluating a value are as follows: the value must have been...

1) chosen from alternatives
2) chosen after careful consideration of the consequences of each alternative
3) chosen freely
4) prized (person is glad of the choice)
5) prized enough to have been publicly affirmed as one's choice
6) acted upon, incorporated into one's behavior
7) acted upon repeatedly over a period of time

Teachers: Discuss examples of values that are chosen by large majorities of people and evaluate them according to criteria listed above. Stimulate awareness of how actions demonstrate a person's values. i.e. How do people "act" when they have chosen education as a value; religion; family needs; personal needs; career.

OBJECTIVE 3. LEARN TO MANIPULATE SOURCES OF INCOME.

Money or income in some combination with other resources is used for achieving:

a) basic needs for survival. i.e. food, clothing, shelter and

b) wants, i.e. goods and services that enrich daily living.

Money is considered a resource because it can buy goods and services; it can be combined with or substituted for another resource that is not available; it can be used to help reach other goals such as education, better health, cultural enrichment, etc... Most people have two problems with money: 1) they do not have enough to do all the things they want to do or buy all the things they need to buy and 2) they do not always spend their money so that they will receive the most satisfaction out of the amount available for their use. Since money is limited, it must be managed. Learning to manage money effectively is a very vital task. In order to develop this skill, a person must know 1) what they want; 2) how much money is coming in; 3) how to make a spending plan; 4) how to spend the money while using effective consumer tactics; 5) how to change the spending plan to accommodate changes in living conditions; and 6) how to evaluate the spending plan so that it works.

Remember: Your money has the potential to take care of you, but it cannot take care of itself. (This could be an item for a "Thought For Today" area of the classroom.)

OBJECTIVE 4. CATEGORIZE MONTHLY EXPENSES.

Successful management of one's own money is dependent upon knowing exactly where money is currently being spent; where urgent "needs" are; which expenditures are "fixed," and which are "variable."

Definitions:

1) Fixed Expenses: expenses which are the same each month. i.e. house payment or rent; car payment; monthly insurance premiums.

2) Variable Expenses: expenses that are different each month. i.e. utilities; food; leisure expenses.

Labeling these expenses as shown on the poster will help the planner to see where expenses can be adjusted to meet actual income. Poster or bulletin board entitled "Where Does Your Money Go?": draw outlines of jigsaw puzzle, "piggy" banks, or jars individually labeled: 1) food; 2) clothing; 3) shelter; 4) medical; 5) transportation; 6) entertainment/ recreation; 7) church (donations); 8) child care; 9) personal grooming; 10) insurance; 11) savings; 12) taxes; and 13) other debts.

Teacher: Obtain current National expenditure figures from local money management insitution. Suggest using checkbooks and paid receipts to recall expenses. Discuss how "National averages" are arrived at and point out that individual categories such as utilities can vary greatly from one section of the country to another due to climate differences.

OBJECTIVE 5. DIFFERENTIATE BETWEEN NEEDS AND WANTS.

Refer to definitions given in "Skills" Unit.

OBJECTIVE 6. CHOOSE PRIORITIES FOR SPENDING MONEY.

The basic rule in budget planning is that basic needs such as food, clothing, and shelter are provided for first and wants are considered afterward.

OBJECTIVE 7. RECALL OTHER RESOURCES AVAILABLE FOR MEETING NEEDS AND WANTS.

Participants review materials and findings from "Personal Resource" folder prepared in a previous activity. This folder contains information on the person's available skills, education, time, and creative resources.

OBJECTIVE 8. CHOOSE ALTERNATE MEANS OF ACQUIRING NEEDS AND WANTS.

Notes for learning activity #8: Suppose you worked in a factory and received a note like the following:

> Dear Mrs. Jones:
> "We are sorry to tell you this but our factory has been ordered to shut down. All employees must be terminated in two weeks."

Questions to stimulate discussion:

1. Faced with continual costs and no income, which spending areas would you cut back on first?

2. Which specific expenses might be cut out altogether? Which would remain the same?

3. List what you consider essential (needs). List what you consider extra (wants).

Using activity Handout,#3, Page 11 , assist participants as they practice substituting one resource for another. Stimulate creative thinking with mock-up or contrived situations. Participants may wish to select a real-life problem they are encountering and let the group brainstorm for alternate problem-solving solutions. Teacher may need to monitor and remind group that "needs" are priorities.

VALUE SHEET

HANDOUT #1

Values are things that are important to you. Choose 10 of the following values and rank in order of importance to you. You may add any that are not listed.

religion
education
honesty
change
conformity
grades
equality
freedom
leisure
children
loyalty
initiative
obediance
practicality
economy
extravagance
maturity
dignity and worth of each individual
financial success
individual liberty
saving for the future
democracy
beauty
tradition
health
personal appearance
other _____
_____
_____
_____
_____
_____

1. Looking at the top ranked 5 items on your list, can you evaluate your reasons for valuing these items most?
2. Are the top ranked items needs or wants?
3. Are you glad that you value these things or ideas?
4. Did you choose these values freely or were you following (imitating) someone else?
5. Can outsiders know by your actions that you value these things?

Finish these sentences for your own use:

1. I was glad that I...
2. I learned that I...
3. I was disappointed that I...
4. I was surprised to see that I...
5. I realize now that I...

MY RESOURCES HANDOUT #2

Directions: Circle resources you have and write down any special ones under each that you consider important.

MONEY
- Salary
- Social Security
- Welfare assistance
- Unemployment benefits
- Disability insurance
- Veterans benefits
- Child support
- Alimony
- Savings
- Other:

CREDIT RATING

INSURANCE
- Life
- Health
- Automobile

TIME

ENERGY

KNOWLEDGE

INTERESTS

ABILITIES

SKILLS

COMMUNITY RESOURCES

FAMILY

OTHER:

CAN YOU MANAGE TO "JUGGLE" YOUR RESOURCES

HANDOUT #3

THE PRODUCT/GOAL	TOOLS, WORKSPACE, RESOURCE NEEDED	WHAT "WORK" IS REQUIRED
Example: Need birthday cake	Recipe, ingredients, oven, pans, mixer, measuring utensils, decorations	1)choose recipe 2)buy ingredients 3)mix cake 4)frost cake 5)decorate cake 6)clean work area
Now change resources:	Money to buy ready-made cake	1)order cake or select frozer one 2)transportation to get cake
Change resources again	Recipe, ingredients, decorations Person to bake cake for you Either 1)pay person for work 2)"trade" time	1)transport ingredients 2)pick up cake Bake cake for her another time or/ trade one of your skills for that person's skill in cake baking

Are there any other alternatives?
1.
2.
3.
4.
5.

Assignment: Choose one of your goals and "juggle" your resources to establish several ways to achieve goal. Complete work on back of this page (or use paper supplied by teacher/leader).

CLASS: Homemakers in Transition

UNIT: Personal Resources Management

CONCEPT: Developing a Spending Plan

INSTRUCTIONAL OBJECTIVES: Objectives are classified as cognitive (C), affective (A), or psychomotor (P) to the left of each number.

A 1. Relate the value of spending plans to families and self.

C 2. Identify the necessary steps for setting up a spending plan.

C 3. Formulate and evaluate a personal spending plan.

C 4. Outline reasons why some spending plans fail.

C 5. Identify consumer habits which need to be formed to strengthen a spending plan.

EVALUATION PROCEDURES*:

1. During the "Agree-Disagree" game, observe answers indicating awareness to the importance of planning. (1)

2. Participants can develop and evaluate a basic spending plan. (2,3,4)

3. Participants establish improved consumer buying guide for self or family. (5)

*For each procedure, the number of the matching objective is given in parenthesis following the procedure.

LEARNING ACTIVITIES*	RESOURCES
1. Compare a spending program to a road map. (1,5,6)	Subject Matter Details. Large road map mounted on bulletin board. Use bright colored yarn to outline a planned route (show detours with another color yarn).
2. Participate in awareness game of "Agree - Disagree." (1)	Subject Matter Details. Answer cards for each person. Game instructions on p. 13.
3. Establish some "trial" goals for the family. (2,3)	Paper, pencil.
4. Record sources of income. (2,3)	Handout #1, p. 9.
5. Record expenses as accurately as possible. (2,3)	Handout #2, p. 10.
6. Set up a paying schedule for regular expenses. (2,3)	Handout #3, p. 11.
7. Make a personal spending plan for your family.	Handout #4, p. 12.
8. Evaluate spending plan by answering questions. (3)	Subject Matter Details, p. 6.
9. Make changes on plan if necessary. (3)	Working copy of plan.
10. Discuss personal commitment to the plan. (1)	Subject Matter Details, p. 4.

*For each learning activity, the number of the matching objective is given in parenthesis following the learning activity.

LEARNING ACTIVITIES*	RESOURCES
11. Discuss reasons why plans may fail. (4)	Subject Matter Details, p. 7.
12. Study good consumer buying habits and discuss past experiences.	Subject Matter Details, p. 6. Ask local Home Economist to do work session on consumerism.
13. Practice making good consumer decisions. (5)	"Consumer Decision Making" activity, attached, p. 14.
14. Outline on paper some specific ways to personally improve consumer buying.	Paper, pencil.

MAJOR GENERALIZATIONS LEARNED**

1. A spending plan helps the family to manage money and other resources more efficiently. (1)
2. A families' values are evident in their attitudes toward money. (1,4)
3. An effective spending plan is designed for a specific person or family. (1,2,3)
4. A spending plan must be flexible to be workable. (1,2,3)
5. Successful spending plans are developed from trials and error practice. (4)
6. Good consumer buying strengthens the effectiveness of a personal spending plan. (5)

*For each learning activity, the number of the matching objective is given in parenthesis following the learning activity.

**For major generalizations learned, the number of the matching objective is given in parenthesis following the generalization.

SUBJECT MATTER

OBJECTIVE 1. RELATE THE VALUE OF SPENDING PLANS TO FAMILIES AND SELF.

Teacher: Review terms in money management unit.

A spending plan is a system (tool) for using your financial resources to their best advantage to achieve your goals. Setting goals is the first step in developing a spending plan. Establish a visual picture of a spending plan by comparing it to a road map. If you are going somewhere, you (1) identify your destination, (2) consider alternate ways of getting there, (3) then follow the route you have chosen. In forming a spending plan, we do basically the same thing: we (1) identify our goals, (2) consider different ways to accomplish those goals, then (3) choose one of those ways and follow through with the plan we have chosen. As we "travel" along, we keep in mind that we must be flexible. We must be able to adjust to "detours" (adjustments to the plan because of changes in conditions or resources) and sometimes we even have to change our "route" (plan) completely because we have not planned properly. Developing and using a spending plan is a skill that improves with practice.

Because goals are the basis of a spending plan, we must keep in mind that families are made up of individuals. Individuals have goals and the family as a group has goals (wants and needs). Managing the family's money by using a spending plan makes it possible to meet the most important and greatest number of needs and wants through the use of all the resources available to the family. Developing and using a plan helps the family to be money managers, not just money spenders. Even families with the best regulated spending plans will sometimes face financial difficulties. But families who have developed the habit of controlling their money have the knowledge to prevent a financial difficulty from becoming a financial disaster.

OBJECTIVE 1 (continued)

Professional marriage counselors and psychologists agree that financial crisis do more to make a marriage rocky than anything else.

There are several approaches to financial planning and a person may need to try them all before choosing the approach that most meets the needs of their specific family situation.

1) Observe how others cope with their own financial problems and profit by their experience.

2) Study booklets from banks, money management institutions, and insurances companies and become familiar with various forms of budgets (spending plans). Enroll in "Money Management" community developement classes offered by local schools or businesses.

3) Hold a family council on a regular basis and let each family member discuss their own needs. Set reasonable goals for the family and discuss means to achieve these goals. This method is also valuable for teaching younger members of the family the importance of money management. The family council allows each member to feel that they are an important part of the family group. This feeling of self-esteem and self-worth will strenghten the effectiveness of the group spending plan.

TEACHER: Play "Agree-Disagree" game and summarize by pointing out the variety of responses and the importance of a personal spending plan.

OBJECTIVE 2. IDENTIFY THE NECESSARY STEPS FOR SETTING UP A SPENDING PLAN.

The first step in making a spending plan is to determine your goals (what you want your money to buy for you). The next step is to know what your income is. If your income is irregular, planning will be more difficult. Begin your planning by using the least amount of money you expect to receive. Analyze and record exactly how your money is currently being spent. It may be necessary to keep a spending diary for a few weeks to determine your true spending patterns. An average over a four to five week period should be enough to give you a fair idea of how much to allow for specific items on your spending plan. Other records that are valuable in developing a spending

plan are your check book, receipts, cancelled checks, tax forms, and other spending records you may have kept. The more expenditures you can account for, the easier it will be to formulate your spending plan.

Another valuable tool will be a written schedule showing the dates when regular bills are due. Some of these regular expenses will be "fixed" expenses, others will vary in amount from month to month but will always be due at the same time.

The information from handouts 1 through 3, will be used to develop your own personal spending plan. Keep in mind that your spending plan will be unique for you because your goals, needs, wants, values, and standards are different from others. The most effective spending plan is "tailored" <u>just</u> for you.

REMEMBER: <u>know what you want</u>

<u>make a spending plan</u>

<u>follow your plan</u>

<u>change your plan if necessary</u>

OBJECTIVE 3. FORMULATE AND EVALUATE A PERSONAL SPENDING PLAN.

Using handouts 1 through 4, develop a personal spending plan.

The following questions will help to evaluate your spending plan.

1. Did you spend for some item you hadn't planned for? Why?
2. Were you unable to get some of the things you wanted? Why?
3. Did you spend more than you planned to spend?
4. Did you spend more on individual items than you had allowed?
5. Do you feel good about your plans and your record keeping?

   If your answer is no ... what changes can you make to improve your record keeping?

6. Was your plan realistic? How skillful were you in estimating specific expenses?

7. Were you able to make adjustments as you proceeded or did you become discouraged and dump the whole project.

8. Has your spending plan stimulated you to become aware of the type of consumer buying habits you have formed?

9. What specific changes do you intend to make in your spending plan?

10. What has been your personal reaction to developing a spending plan? How has this activity changed your behavior ... or has it changed your behavior?

OBJECTIVE 4. OUTLINE REASONS WHY SOME SPENDING PLANS FAIL.

Even the best made plans occasionally fail. These failures do not mean that a person is incapable of using a spending plan. Most plans fail because someone does not follow the plan or the best plan has not been chosen. Avoid the following pitfalls:

I. Needs of the family have not been planned out...some things are needed by the entire family while others represent individual needs. All wants cannot be satisfied, so the most important ones must be agreed upon and the family works as a whole toward these needs.

II. Your family tries to use someone else's spending plans... spending plans (budgets) are a favorite item in magazines and newspapers. These plans are not made to suit individual needs but are valuable as a resource for ideas when you plan your personal plan.

III. Family members spend first and think later...if an item is needed or wanted but does not appear in the family spending plan, the family may decide to substitute the needed item for an item already in the budget. These types of adjustments can be made as long as other family needs are also considered.

IV. The family is too impatient to give the budget a fair trial... a successful spending plan develops from a beginning form that has been tested, adjusted, and proved through use. DO NOT GIVE UP with the first try.

OBJECTIVE 5. IDENTIFY CONSUMER HABITS WHICH NEED TO BE FORMED TO STRENGTHEN A SPENDING PLAN.

A spending plan has to be followed in order for it to be successful. There are some specific consumer practices that will help make a spending plan work.

Buy weekend specials
Use "cents-off" coupons
Use a shopping list
Resist impulse buying
Buy second-hand items when they are suitable
Compare prices
Reduce the number of trips to the store to save time and transportation expenses
Beware of certain "bargains" - an item is not a bargain if you don't need it
Pay with cash ... interest and service charges add to the cost of the purchase
Use the proper procedure to care for the items you buy ... clothes last longer if properly cleaned and stored ... food stays fresh longer if properly stored and handled ... equipment lasts longer and works better when the manufacturer's instructions are followed. Each item we buy is an investment and should be handled as carefully as we would handle money.

WHAT IS MY INCOME

Sources of Income	Monthly Amount	When Received
Wages (Take-home pay)		
Social Security		
Child Support		
Alimony		
Welfare		
Unemployment Insurance		
Other:		

WHAT ARE MY EXPENSES

FIXED EXPENSES: Totals

Housing .....

Insurance Payments .....
- Health
- Life
- Car
- Other

Utilities .....
- Electricity
- Gas
- Telephone
- Water

Installment Payments .....

Other .....

Total Fixed Expenses: ..... _____

FLEXIBLE EXPENSES:

Food .....

Clothing & laundry .....

Household expenses .....

Medical expenses (doctor, dentist, medicine) ...

Education (school supplies, tuition, etc.) .....

Transportation (car expenses, bus fares) .....

Recreation (movies, entertainment, sports ..... eating out, etc.)

Contributions (church, community, gifts) .....

Personal (hair, cosmetics, allowances, etc.) ...

Other .....

Total Flexible Expenses: ..... _____

Total Expenses: ..... _____

WHEN ARE MY BILLS DUE?

Month _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

SPENDING PLAN WORK SHEET

Total Income ..... _____

Expenses:

	Amount Planned	Amount Spent
Fixed Expenses:		
Housing		
Insurance Payments		
Health		
Life		
Car		
Other		
Utilities		
Electricity		
Gas		
Telephone		
Water		
Installment Payments		
Other		
Savings:		
Flexible Expenses:		
Food		
Clothing & laundry		
Household Expenses		
Medical Expenses		
Education		
Transportation		
Recreation		
Contributions		
Personal		
Other		

Total Expenses ..... _____

"AGREE - DISAGREE" GAME

INSTRUCTIONS: READ THE FOLLOWING STATEMENTS TO THE CLASS AND ASK EACH PARTICIPANT TO RAISE THE CARD THAT INDICATES THEIR FEELING.

1. Families who decide together how they will spend their money have fewer fights over spending than families where each member buys things he wants until the money is all gone.

2. Having a plan for spending your money will take all the fun out of buying things.

3. Making and following a plan for spending your money will help your family to get more of the things they want, such as TV, a washing machine, or a new place to live.

4. Your family must know what it wants, such as a new washing machine, before you can decide how you will spend your money.

5. To make your money spending plan work, you must know how much your family spends each month on things like food, clothing, and rent.

6. Writing down how much you spend and how much you will earn for each month is one step in deciding how you will spend your money.

7. Since all families must have food, clothing, and a place to live, the same plan for spending money should work for most families.

8. To get a good plan for spending money for your family, cut one out of the newspaper or a magazine.

9. The easiest way to learn how your family is spending its money is to write down how much you spend for different things for a month.

10. Your family will probably get the things it wants even if you don't plan your spending.

11. You are more likely to get the things you want if you plan how you will spend your money and then follow your plan.

12. You and your family should decide together the things your family needs, and things they want.

13. When you decide to buy an item, there is no reason to tell anyone else in the family.

14. Your family will need to change its plan for spending money as your family changes ... like when you get a raise or a child gets married and leaves home.

15. Once your family plans how to spend its money in a way that works well, you should never change your plan.

CONSUMER DECISION MAKING

1. Mrs. Jones has found a dress on sale which would be just right for Jenny to wear to school. It is a nicer dress than she could afford otherwise. She had planned to buy school shoes for Jim this month and a dress for Jenny next month, and she can't afford to buy both. What could she do?

2. The Williams family has a problem. Mrs. Williams needs an operation but the Williams have very little savings. They have a lot of installment payments on their furniture, car, washing machine, and refrigerator. If you were advising the Williams, what would you tell them about their present spending? What should they have done to provide for emergencies?

3. Mrs. Wilson found a spending plan in a magazine. She decided to try it for her family. The plan was made for a family of four. Mrs. Wilson's family has six members. Do you think Mrs. Wilson's spending plan will work? Why or why not?

4. Mr. Johnson has gotten a raise. He will get $20 more pay each month. He goes to the store and buys a new set of wire hubcaps for his car to celebrate, but doesn't plan to tell his wife for a while. The hubcaps won't be ready for a few days anyway. He announces the new raise when he gets home. Mrs. Johnson suggests they all go out to eat and to a show. The next day Tommy blows his allowance on cokes and candy, thinking his allowance will be bigger now that his father has a raise. The same day Betty put a $20 dress on lay-away, planning to pay for it with Father's raise. The Johnsons have spent $85 in the three days since Mr. Johnson got his raise. What mistakes have the Johnsons made?

CLASS: Homemakers in Transition

UNIT: Personal Resources Management

CONCEPT: Time as a Resource

INSTRUCTIONAL OBJECTIVES: Objectives are classified as cognitive (C), affective (A), or psychomotor (P) to the left of each number.

C 1. Define "Time," "Priorities," "Time Pressures."

C 2. Recognize the market and non-market value of time.

C 3. Interpret time as a valuable resource.

C 4. Explain which factors determine how time is used.

C 5. Conclude that developing time management habits enhances a person's ability to complete tasks.

A 6. Adopt skill of "dovetailing."

EVALUATION PROCEDURES*:

1. Participate voluntarily with the group to define terms. (1)

2. Assign market values to time. (2,3)

3. Contribute to assigning a market value to homemaking skills. (2,3)

4. Use "dovetailing" and other resources to plan personal "Time Management Guide." (5,6)

*For each procedure, the number of the matching objective is given in parenthesis following the procedure.

LEARNING ACTIVITIES*	RESOURCES
1. Establish definitions for Time, Priorities, Time Pressures. (1)	Subject Matter Details, p. 3. Brainstorming.
2. Establish the market value of time. Answer questions. (2,3,4)	Subject Matter Details, p. 3.
3. Listen to explanation of "dove-tailing," "over commitment," and "time pressures." (5,6)	Subject Matter Details, p. 5.
4. Complete "Time Management Guide" (6) or use Time Management unit, "The Care and Feeding of Monkeys" by Beverly Riggs. (5,6)	Handout #1, p.7. or order from: Cooperating Extension Service in Local County Office. Need: Transparencies, overhead projector, paper, pencils, chalkboard or flip chart, colored chalk or felt tip pens, handout sheets.

MAJOR GENERALIZATIONS LEARNED**:

1. Time is a valuable resource that has a market value. (1,2,3)
2. Time can be spent as carefully as money. (2,3)
3. Patterns for spending time are flexible and depend upon other individual characteristics. (4)
4. Time, like money, once spent is gone. (5)
5. Satisfaction and success in life and on-the-job is improved through the use of time management skills. (6)

*For each learning activity, the number of the matching objective is given in parenthesis following the learning activity.
**For major generalizations learned, the number of the matching objective is given in parenthesis following the generalization.

SUBJECT MATTER

OBJECTIVE 1. DEFINE TIME, PRIORITIES, TIME PRESSURES.

Time is defined as the allotted or specific period during which something is done.

Priorities are tasks which are considered most essential to obtaining the most satisfaction from resources available.

Time pressures are experienced when the demand for time required to do preferred activities is greater than the amount of time an individual prefers to spend in that way.

OBJECTIVE 2. RECOGNIZE THE MARKET AND NON-MARKET VALUE OF TIME.

Time is a resource available to all. The amount of time available is the same to each person but the pattern for using that time is flexible. The market value of time is based upon the task to be completed. Homemakers are not normally "paid" for the use of their time. However, if homemaking services are provided in the labor market, specific monetary values are assigned to each part of the service provided.

Ask participants to attach monetary values to specific homemaking tasks, i.e., cleaning; cooking, nursing; chauffeur service; (expand list if needed).

OBJECTIVE 3. INTERPRET TIME AS A VALUABLE RESOURCE.

Time is a valuable resource; it has a market value; and it needs to be spent as wisely as money. Because time has a limit, priorities must be set

and time management skills utilized to benefit from the full value of the time we need to meet goals. Time, like money, once spent is gone.

OBJECTIVE 4. EXPLAIN WHICH FACTORS DETERMINE HOW TIME IS USED.

Teacher reviews terms: values; needs; wants; goals; attitudes; opportunities. Relate these terms to the choices that people make when they are scheduling their time.

Questions for discussion:

1. When does a homemaker have the most time?
2. How could the homemaker spend time to acquire or increase other resources?
3. When does a homemaker have the least time?
4. What resources might be used instead of time when it is limited.
5. Recall and discuss again the factors that determine how you will spend your time.

OBJECTIVE 5. CONCLUDE THAT DEVELOPING TIME MANAGEMENT HABITS ENHANCES A PERSON'S ABILITY TO COMPLETE TASKS.

Satisfaction, sense of fulfillment, and success on the job, in the home, and with other people is improved when a person is controlling their own life with well-designed time management plans.

To develop beneficial "time management skills," a person needs 1) a basic understanding of how to organize tools and materials (resources) and 2) an understanding of personal goals and values.

Teacher: Point out that sometimes even well-designed time management plans sometimes fail because the person is overcommitted or has set standards too

high or something unexpected happens. These factors or conditions lead to "time pressures" that often force the person to lower standards in some areas. This is not an indication of total failure and the person can learn to live with the adjustment until the "pressure" is lifted and new plans are developed.

The "Time Management Guide" can be used to stimulate organized thinking in terms of priorities, time needed, resources available to complete the task. The Time Management Unit, "The Care and Feeding of Monkeys," from the Cooperative Extension Service has been designed for the woman working outside the home. The unit includes leader guide, exercises, planning schedules, and drawings for transparencies or posters.

OBJECTIVE 6. ADOPT SKILLS OF "DOVETAILING."

Dovetailing is a term to describe a technique of work that combines jobs and tasks in order to make the most use of all the resources that a person has available. This practice is unconsciously used by all people at one time or another. For example: when preparing a meal, the homemaker does not normally cook one food at a time. Several foods may be cooking at the same time and the homemaker has scheduled the cooking times so that the food will be finished at approximately the same time, ready to be served fresh and hot (or cold). To further "use" time, the same homemaker could have a load of clothes washing or drying; use people resources to be doing others tasks; or use this time to pre-prepare foods that will be used at another meal or organize for some other activity. The object is not to make the homemaker work harder but work more efficiently. In other words, work smarter, not harder.

Time management is a habit that develops into a skill. If the skill is practiced daily, the person will become more organized and less "time pressured." Participants can be encouraged to begin working on the habit of time management. This activity will extend throughout the course. Utilizing the skills of time management requires a different mind set and conscious cultivation over time. The ultimate rewards of this change in mind set can lead to greater satisfactions from resources used.

Handout #1

TIME MANAGEMENT GUIDE

Jobs/Tasks (Indicate daily job(d); weekly job(w); monthly(m)

Must do:	Ought to do:	Hope to do:
1. Wipe up kitchen spills (d)	1. Sweep (d) or mop floor (w)	1. Wax floor (w or m)
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

DAILY			WEEKLY			MONTHLY		
Job	Time Needed	Who Does It?	Job	Time Needed	Who Does It?	Job	Time Needed	Who Does It?

*Suggestion: Use one sheet of notebook paper for each planning section.

CLASS: Homemakers in Transition

UNIT: Personal Resources Management

CONCEPT: Education as a Resource

INSTRUCTIONAL OBJECTIVES: Objectives are classified as cognitive (C), affective (A), or psychomotor (P) to the left of each number.

C 1. Explain the term education.

C 2. Relate labor market needs to career preparation.

C 3. Associate society and personal values with education.

C 4. Give examples of ways to use education as a resource.

C,A 5. Evaluate personal/educational background and adopt new educational goals.

EVALUATION PROCEDURES*:

1. Refer to skills discovered previously in the skills resource identification activities. (1)

2. Interest shown by individuals to search for labor market demands on their specific job interest. (2)

3. Affirmation or objections to societal values. (3)

4. Contribution of ideas for "using" education as a resource. (4)

5. Acknowledgment of personal educational boundaries and goals when preparing self-evaluation. (5)

*For each procedure, the number of the matching objective is given in parenthesis following the procedure.

LEARNING ACTIVITIES*	RESOURCES
1. Define and discuss education. (1)	Subject Matter Details, p. 3. Chalkboard, chalk.
2. Discuss labor market needs and research needs for special interest jobs. (2)	Subject Matter Details, p. 4. Share copies of the Occupational Requirements for Vocational Education from Employment Security Division.
3. Discuss "values" in relation to education. (3)	Subject Matter Details, p. 4.
4. Answer discussion questions on using education as an alternate resource. Point out the advantages of "bartering." (4)	Subject Matter Details, p. 5.
5. Complete "Education: Self-Evaluation." (5)	Handout #1, p. 7.

MAJOR GENERALIZATIONS LEARNED*:

1. Education involves the learning of knowledge and development of personal traits which contribute to employability and success. (1)

2. Life provides practical experiences that can be marketable (provide income). (1)

3. Choice of educational training is based on a careful evaluation of the individual's interest and the labor market needs. (2)

4. Education can enhance the homemaker's feeling of self-worth, security, and control of own life. (3)

5. Education is a powerful resource (tool) for obtaining needs and wants that may be unobtainable because of the absence of another resource. (4)

6. Career and life-planning deals with a person's whole mission in life. Any plans for the future must begin with an evaluation of where the person is today. (2,3,5)

*For each learning activity, the number of the matching objective is given in parenthesis following the learning activity.

**For major generalizations learned, the number of the matching objective is given in parenthesis following the generalization.

SUBJECT MATTER

OBJECTIVE 1. EXPLAIN THE TERM EDUCATION.

Education is broadly defined as learning how the world works and how to get what I need as I live in the world.

Education is a powerful resource (tool) for obtaining needs and wants by combining with other resources or substituting for other resources that may be unobtainable. Education involves 1) learning knowledge and 2) learning to develop personal traits which contribute to employability and success. Life experiences provide practical skills and abilities that can provide income.

OBJECTIVE 2. RELATE LABOR MARKET NEEDS TO CAREER PREPARATION.

Many people recognize a personal need to train or re-train for a particular job. Seeking further education is an important step when a person has decided to make a change in their life. The choice of this career training is most effective when based upon a careful evaluation of the individual and the labor market needs.

Note to teacher: Get information on current labor market needs and future projection from: Occupational Requirements for Vocational Education. Employment Security Division Research and Analysis. Arkansas Department of Labor, Employment Security Division, Research and Analysis Section, P. O. Box 2981, Little Rock, AR 72203. Ask for current year publication.

OBJECTIVE 3. ASSOCIATE SOCIETY AND PERSONAL VALUES WITH EDUCATION.

Education is one of the highest values in our society. Therefore, "having an education" enhances the homemaker's feeling of self-worth, security, and control of life in general.

Note to teacher: Introduce participants to the Education Information Center Hotline, 1-800-482-8816. This agency maintains a listing of all Arkansas educational facilities, vocational and academic.

OBJECTIVE 4. GIVE EXAMPLES OF WAYS TO USE EDUCATION AS A RESOURCE.

Education can be managed the same as other resources in the quest for supplying needs and wants.

Q. How could education (knowledge) help save money?

(Planning purchases; using good consumer buying knowledge; proper use and care of durable goods, etc.)

Q. How could education help save time and energy?

(Wise use of human and non-human resources; treating resources with the same respect as money.)

Q. Could education be used in place of any other resources?

(Participants should supply this answer.)

Example of using education (knowledge):

"Annie is a skilled bookkeeper and she needs new clothing but does not have money to spend for clothing. She can use her knowledge and skills to find extra work to provide the money she needs to purchase clothing; or she can use the money to hire a seamstress; or she can barter with a clothing business and exchange her bookkeeping skills and knowledge for merchandise she needs."

Note to teacher: Read Reader's Digest, April 1980, "Getting What You Want Without Money." Bartering is becoming a popular means of securing needs and wants.

OBJECTIVE 5. EVALUATE PERSONAL EDUCATIONAL BACKGROUND AND ADOPT NEW EDUCATIONAL GOALS.

The "Education: Self-Evaluation" will assist the participant in establishing where they stand educationally. Many will probably see a need to investigate the possibility for securing training for a new career. Others may only see a need to refresh knowledge and skills that may have become "rusty." The handout may be used as is or adapted into a checklist. This would be a desirable time to ask resource persons from varying educational facilities to visit and explain loans, grants, and other educational stipends. Participants can be encouraged to make some tentative plans for future educational goals even if those plans are to be considered a long term goal.

Financial Aid

Most educational institutions have several forms of financial aid available to assist students. Each institution has its own set of procedures which students should follow, including deadlines for applications. The HIT should contact the Office of Financial Aid at the institution of their choice to get specific details.

In addition to scholarships donated by groups and organizations, most institutions giving the baccalaureate degree have some or all of the following financial aid programs.

1. Basic Educational Opportunities Grant (BEOG) Program provides grants to students up to $1,600 for each undergraduate year.
2. Supplemental Educational Opportunity Grant (SEOG) Program provides for grants to exceptionally needy qualified students who would not otherwise be financially able to pursue a course of study at an institution.
3. College Work-Study Program (CWSP)
4. Law Enforcement Education Program (LEEP)
5. National Direct Student Loans (NDSL)
6. Federally Insured Student Loans
7. Nursing Student Loans and Scholarships
8. U.S. Army and Air Force Scholarships
9. Academic Scholarships
10. National Merit Scholarship Program
11. State Scholarship Program

If a person desires a college education, finances should no longer keep them from getting it.

HANDOUT #1

EDUCATION: SELF-EVALUATION

1. List the highest level of your educational achievement.

   _____

   Describe professional degree, if applicable.

2. List any vocational skills you might have acquired.
   (i.e. bookkeeping, nursing, typing, shorthand)

3. List the professional fields in which you feel accomplished.
   (i.e. Education, Medicine, Law, Retail Sales, Social Work, etc.)

4. What are your reasons for wanting to expand your education?
   List personal, family, interpersonal, and career reasons.

5. In what career fields would you like to study?

   What did you base your choice on?

6. Where are the "job markets" for these fields?

7. What should be you next plans to achieve more education?

Adapted from: Osborn, Ruth Helm. Developing New Horizons for Women. McGraw-Hill Book Company, New York. 1977.

HANDOUT #1 (cont'd)

EDUCATION: SELF-EVALUATION

8. Where are these educational opportunities located?

9. What are your limitations in taking advantage of these educational opportunities?

10. What persons will be a "support" for your plans?

11. Do you plan to pursue this educational goal?

12. How long will it take to accomplish your plan?

Adapted from: Osborn, Ruth Helm. Developing New Horizons for Women. McGraw-Hill Book Company, New York. 1977.

CLASS: Homemakers in Transition

UNIT: Personal Resources Management

CONCEPT: Skills as a Resource

INSTRUCTIONAL OBJECTIVES: Objectives are classified as cognitive (C), affective (A), or psychomotor (P) to the left of each number.

C 1. Become familiar with terms related to resource management.

C 2. Identify own personal skills that are marketable.

C 3. Evaluate the potential skill value of home management and other previous life experiences.

P 4. Formulate a plan for using present skills.

A 5. Consider own personal choices and alternatives for skill training or retraining.

EVALUATION PROCEDURES*:

1. After class discussion and learning activity, participant will recall aloud the meaning of all terms. (1)

2. Participant will list at least 20 personal skills. (2,3)

3. Write out job plan that will utilize strongest personal skills. (3,4)

4. Write out "goals" for training or retraining. (5)

*For each procedure, the number of the matching objective is given in parenthesis following the procedure.

Handout #1

SKILLS ASSESSMENT INVENTORY

WHAT CAN YOU DO?*

Most people do not utilize their full potential. Before Homemakers can look ahead and plan ahead - making choices for the future - they must be aware of their current capacities. For 10 or 15 minutes think back over the years to all the life experiences you can remember beginning with childhood and progress to adulthood (camping experiences, odd jobs, chores, school work, hobbies, sewing, cooking, repairing, civic work, etc., and do not censor anything. Make a list of these and include things you can do with information (data); people; things. You do not have to be an expert at these activities. Be sure to include fun things; serious things; feelings; physical, mental, and spiritual things. There are no wrong answers. Share later with the group and add any that you may have overlooked.

1. 11.

2. 12.

3. 13.

4. 14.

5. 15.

6. 16.

7. 17.

8. 18.

9. 19.

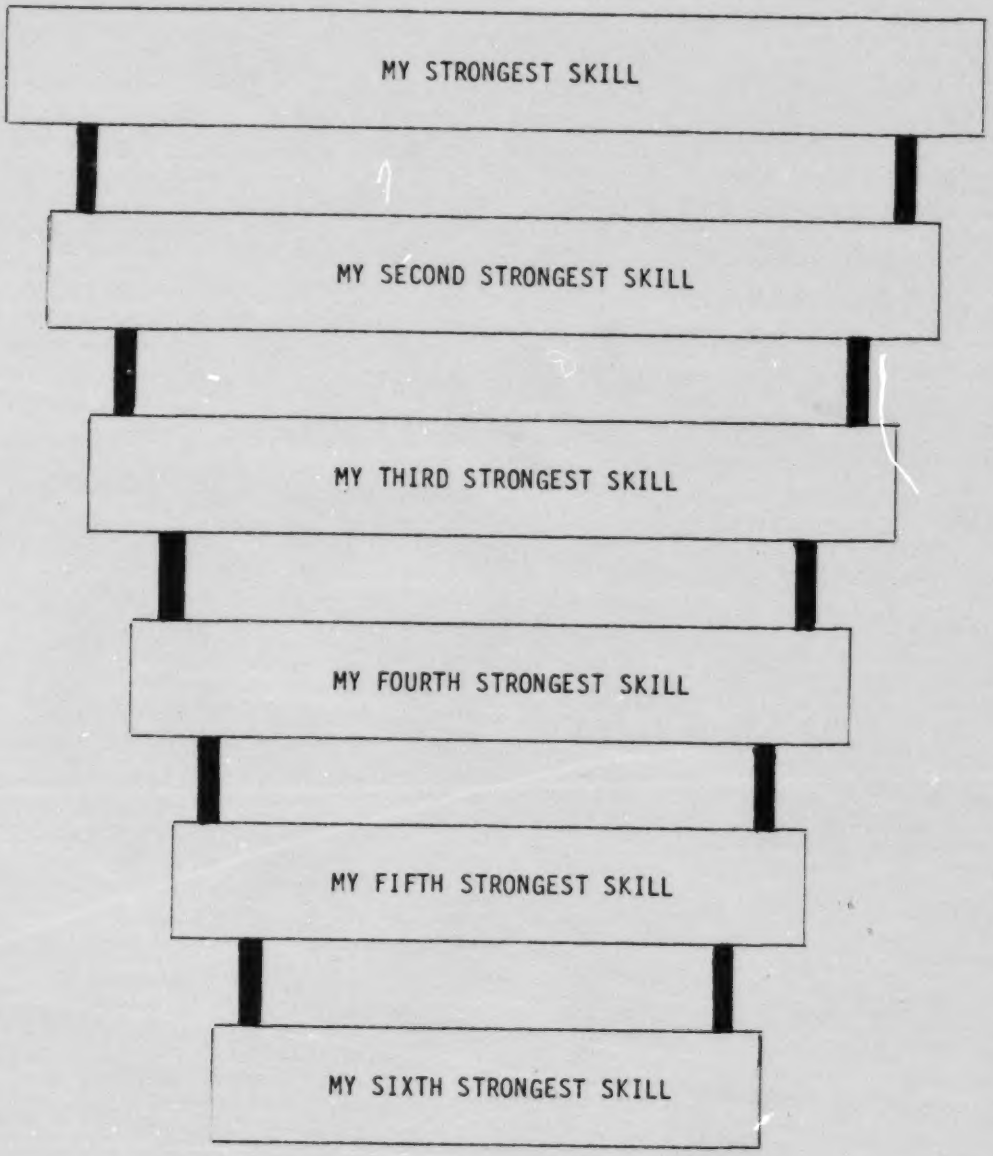
10. 20.

*Adapted from: Bolles. What Color Is Your Parachute? Ten Speed Press, Box 7123, Berkeley, CA 94707. 1980. and Kim and Kim. Life Work Planning. McGraw-Hill Book Co., New York, 4th Edition. 1978.

Handout #2

ASSESSING SKILLS*

From your list of "things you can do" fill in the boxes below as you interpret your own skills as strongest and declining in strength.



*Adapted from: Bolles. What Color is Your Parachute? Ten Speed Press, Box 7123, Berkeley, CA 94707. 1980.

Handout #3

ASSIGNING SKILLS*

Now...fantasize about a job or occupation that will utilize your skills to the fullest potential. Consider: working conditions; your talents, skills, abilities, interests; location of job; type of employee-employer relationship; other circumstances that will be specific for that job; job hours; chance for advancement; opportunity available to expand skills, etc. Remember: you are writing the job description and there are no conditions barred from listing. You may have more than one dream job... work on others if you wish.

Answer these questions:

1. Do you need further education?

2. Do you need to relocate?

3. What is constraining you from seeking this job?

4. What alternatives could remove the constraints?

5. Who would compose your support team if you could find this job?

*Adapted from: Bolles. What Color Is Your Parachute? Ten Speed Press, Box 7123, Berkeley, CA 94707. 1980. and Kim and Kim. Life Work Planning. McGraw-Hill Co., New York, 4th Edition. 1978.

CLASS: Homemakers in Transition

UNIT: Personal Resources Management

CONCEPT: Creativity

INSTRUCTIONAL OBJECTIVES: Objectives are classified as cognitive (C), affective (A), or psychomotor (P) to the left of each number.

C 1. Define the term "creativity."

C 2. Conclude that all persons possess the need and ability to create.

C 3. Identify components of a person's surroundings that increase the ability to think creatively.

C 4. Point out the blocks to creativity.

C,P 5. Stimulate subconscious mind to creative thinking through "active listening."

C 6. Use creative thinking to compile a list of probable job opportunities.

C 7. Recognize creativity as an asset to being self-fulfilled.

EVALUATION PROCEDURES*:

1. Respond orally to question: What creative quality do you see in yourself? (1,2)

2. Following warm-up activities, verbalize feelings about personal creative abilities. (1,2)

3. In writing, each participant will create an environment and a method that will be most beneficial to personal creative production. (3)

4. In class discussion, demonstrate awareness of "blocks" by relating to own personal habits. (3,4)

5. During class activity, participant increases ability to comprehend and evaluate verbal and non-verbal cues. (5)

6. List job possibilities and rank according to probability of acquiring. (6)

7. Choose one or more creative activities and plan a time to do those activities. (7)

*For each procedure, the number of the matching objective is given in parenthesis following the procedure.

LEARNING ACTIVITIES*	RESOURCES
1. Define and discuss creativity and intelligence.	Subject Matter Details, p. 4.
2. Participate in teacher-selected warm-up activities. As a group, discuss feelings about the findings of the activities.	Subject Matter Details, p. 5.
3. Brainstorm for thoughts about how the environment affects thinking ability. Participate in teacher-selected activities. Create an environment for personal creative productivity.	Subject Matter Details, p. 6. Paper and pencil.
4. Respond with personal thoughts or examples of "blocks" to creativity. List own personal "Blocks" and plan ways to overcome them.	Subject Matter Details, p. 7. Paper and pencil.
5. Practice active listening. Complete listening evaluation.	Subject Matter Details, p. 8. Teacher-prepared tape recording of radio broadcast. Tape player. Handout #1, p. 12.
6. Share list of known job opportunities.	Paper and pencil.
7. Plan creative activities.	Paper and pencil.

*For each learning activity, the number of the matching objective is given in parenthesis following the learning activity.

MAJOR GENERALIZATIONS LEARNED*:

1. Creativity is not dependent upon intellectual ability. (1)
2. People possess the need to satisfy curiosity, express themselves, use talents and abilities...to create. (2)
3. Creative activities must be balanced with other life activities. (2)
4. Environment affects the way a person acts and feels. (3)
5. Inhibitors that arise from personal experiences and environments block creative thinking. (4)
6. Active listening stimulates creative thinking. (5)
7. Creative thinking can be an asset to the HIT in job seeking. (6)
8. Creative thinking (originality) can be a resource for job security. (6)
9. Creativity can be used to improve self-concept and self-esteem. (7)

*For major generalizations learned, the number of the matching objective is given in parenthesis following the generalization.

SUBJECT MATTER

OBJECTIVE 1. DEFINE THE TERM "CREATIVITY."

Creativity is defined as the quality or power to produce from originality of thought or expression; also natural ability.

Creativity and IQ are not correlated. All persons, even those with limited abilities, are capable of creative thinking/activity at some level.

The Homemaker in Transition can use creativity as:

1) a bridge to quality interpersonal relationships and self-fulfillment;
2) an asset to achieve gainful employment;
3) a resource for recreation, enrichment, and positive release of stress.

OBJECTIVE 2. CONCLUDE THAT ALL PERSONS POSSESS THE NEED AND ABILITY TO CREATE.

The creative needs of the human are apparent in a child's questioning, curiosity, experimenting and playing. When an adult seeks to improve self or surroundings, a creative need is expressed. All people possess the need to satisfy curiosity, express themselves, and use talents and abilities to create. Through creativity, individuals come to know themselves and can unite with the world. Quality personal relationships develop more easily when a person is in touch with self and humanity.

Creative activities use physical and mental energies in a positive way and can be a major resource in the beneficial release of tension and stress. Some creative activities are used solely for personal enjoyment or enrichment. Some provide a detour away from problems and allow time for relaxation and recuperation from tension and anxiety.

Being creative involves stepping out into the unknown, learning by successes and failures, responding to the challenge of difficult tasks and testing them to the limits. Tragically, becoming totally absorbed in creative endeavors can remove a person from the "real" world. As a result, that person can become socially unacceptable. It is important to balance creative activities with all other life activities. This endeavor requires self-control, self-confidence and self-fulfillment. The "well-balanced" person feels that the purpose of life is...to matter, to be productive, to have made some difference so that it was profit that they lived at all. Happiness is usually the bonus received for their efforts.

Instructions for Teacher Selected Activities:

1. Use the following warm-up exercises to stimulate creative thinking:
   a) Look at objects from nature, draw the designs you see.
   b) Think of beautiful products of nature...which ones could represent 1) serenity, 2) mystery, 3) gentleness, 4) infinity, 5) life, 6) death, 7) other suggestions from group.
   c) Write down as many ways you can think of to use a stick. (time: 3 minutes)
   d) Look into the future: Where will you be 20 years from now? What will you look like? What kind of government will we have 50 years from now? Where will our food come from 50 years from now? What will supply our energy?
   e) Make up titles for five love poems.
2. Analyze yourself and list ways creative ability shows.
   a) First describe the most creative person you know.

b) Describe yourself and your creative abilities.

*Introduce some noises or other disturbance during one of these activities for use in making point in Objective 4, activity "d."

OBJECTIVE 3. IDENTIFY COMPONENTS OF A PERSON'S SURROUNDINGS THAT INCREASE THE ABILITY TO THINK CREATIVELY.

The physical surroundings people live in affect the way they feel and act. A move to a different place may alter feeling and actions. This occurs because people react to the environment in which they live.

Elements of Our Environment

* Air
* Light
* Odors
* Textures
* Color
* Temperature
* People
* Sound
* Events (happenings)
* Situations (circumstances)
* Places (compositions of the other elements)

Generally, the atmosphere that will be more conducive to creative thinking will 1) be relaxing, 2) be organized and 3) provide the mood (overall feeling) desired.

Instructions for Teacher Selected Activities:

Identify places, methods, and conditions which increase production of creative ideas:

a) Focus on a time (or place) that stimulated your creative thinking.

b) Discuss the usefulness of failures as well as successes.

c) Practice asking questions that lead to more questions.

d) Challenge yourself by taking one specific goal and enlarge that goal to stimulate enthusiasm and creative thinking toward achieving that goal. Title: My Pet Goal.

OBJECTIVE 4. POINT OUT THE BLOCKS TO CREATIVITY.

There are certain inhibitors to creative thinking that we term "blocks." These "blocks" prevent a person from total use of the individual creative potential available.

Listed below are a few of the inhibitors that block creativity. Inhibitors tend to arise from personal experiences and environments which make them somewhat unique for each person.

FAILURE can be a "stepping stone" or a "block." The effect of failure depends upon the direction taken by the creator after the experience.

TRADITIONS, CUSTOMS, OLD HABITS OR IDEAS often form "conceptual blocks." The result is narrow mindedness that hinders free, imaginative thinking.

SELF-DISCOURAGEMENT stifles creative thinking. Many people expect too much of themselves and expect perfection too soon. Therefore, good ideas are kicked around, over-examined, beaten down, and buried before adequate time and thought have been invested to achieve beneficial results.

LACK OF MOTIVATION never yields anything but frustration and unhappiness. The un-motivated person is bored with self and life in general. There is no quality of curiosity, no goals, no interest, no purpose for living...no creativity.

PROCRASTINATION (putting things off) robs a person of the valuable time and energy needed to create.

ENVIRONMENT often provides a disturbing effect that interrupts creative thinking and wastes time and energy.

POOR HEALTH from lack of proper body maintenance or disease certainly interferes with a person's ability to rise from the level of physical concern to conceptual thinking. Poor health fosters fear of failure, criticism, and also provides a handicap that can be used as an excuse for failure.

Instructions for Teacher Selected Activity:

Point out that "blocks" to creativity are internal and external inhibitors to creative thinking.

a) Discuss ways of how people avoid defending their own ideas. (being uninvolved and developing neutral, non-threatening attitudes)

b) Role play a situation where friends or family members discourage or make fun of another's idea. Discuss how the effect of this destroys a child's creative urges. Demonstrate a positive environment with praise and recognition for creativity.

c) Discuss procrastination and describe it like a "cancer" on creativity.

d) Demonstrate the effects of noise and other disturbances in relation to concentration and creative thinking. (Noise should have been introduced while they were working on warm-up activity in Objective 2.)

OBJECTIVE 5. STIMULATE SUBCONSCIOUS MIND TO CREATIVE THINKING THROUGH ACTIVE LISTENING.

Creative thinking involves the manipulation and application of learned materials. Learning is accomplished when material is heard (or perceived in some manner) and is internalized. There is an art to listening: a person hears the words, understands the meaning of the words, is aware of the connotation of the tone of the voice, and observes body language.

This observation is termed "active listening." To the creative person, active listening allows the subconscious mind to be stimulated to curiosity and interest. Questions and thoughts are formed in the mind that encourage exploration into deeper meanings, explanations, or solutions. The creative thinking process is at work.

OBJECTIVE 6. USE CREATIVE THINKING TO COMPILE A LIST OF PROBABLE JOB OPPORTUNITIES.

Creativity can be a valuable asset to lead the Homemaker in Transition to job opportunities.

Step 1. Active Listening allows the Homemaker in Transition to become aware of opportunities for employment that may be open to them. They can learn the requirements for the job and the responsibilities related to the job.

Step 2. Creative thinking allows the Homemaker in Transition to

1) mentally explore various job opportunities.
2) establish an awareness of personal abilities, talents, and creative qualities that will conform with certain job requirements.
3) seek solutions to problems arising from employment (personal and job related).
4) establish positive interpersonal relationships.
5) use originality on the job when skills or knowledge have been depleted.

Instructions for Teacher Selected Activity:

Learn to stimulate the subconscious mind to inventive, creative thinking by practicing "active listening."

a) Listen to a pre-recorded news broadcast or political speech. Pick out words that are emotionally colored or emotionally toned to make a point. What was the intent of the speaker in using these words?

b) Teacher: Write a list of directions and pass the directions around the room by whispering to one person the correct directions, then let that person tell the next, etc. from memory. Evaluate listening abilities by comparing ending directions with the beginning directions.

c) Listen to a family discussion, conversation, or television drama. Analyze what the people are really saying or trying to say. This could be an assignment.

d) Complete the "Listening Evaluation" and set goals for improving listening ability.

e) Use "brainstorming" sessions to seek solutions to selected problems or find answers to selected questions.

OBJECTIVE 7. RECOGNIZE CREATIVITY AS AN ASSET TO BEING SELF-FULFILLED.

Personal use of creative abilities strengthens self-concept. Homemakers in Transition often express feelings of low self-concept because they do not recognize their own creative abilities. Many times creativity was never encouraged during their childhood, stifled during their teen years, or set aside and eventually buried during their adult years. Most creative abilities just need a "wake-up call."

Everyone needs to experience success in life in some way to feel worthy, self-confident, and self-fulfilled. Creating can provide some successes that will lift a person to a higher degree of self-esteem and greater satisfaction with life.

At this point the participants are likely to have become aware of some creative ability they possess and they could be ready to channel that creativity into a productive capacity.

Teacher: During this lesson, there is a strong need to provide an environment that will be conducive to creativity. Participants will need encouragement and praise in future contacts in order for creativity to grow and develop in the life of the Homemaker in Transition. A continuing activity could be a specified "show and tell" time during succeeding meetings that would provide each individual an opportunity for praise and recognition for creativity.

Handout #1

LISTENING EVALUATION*

	Almost Never	Seldom	Some of the Time	Usually
I look at the person who is speaking.				
I pretend to pay attention to the speaker.				
I ask questions.				
I try to understand the goal of the speaker.				
I try to avoid daydreaming.				
I try to put aside my personal prejudices.				
I try to be more logical than emotional.				
I try to apply the message to my personal needs.				
I try to understand the meaning of the words.				
I try to understand the meaning of the voice tone.				
I try not to be critical of the speaker's delivery.				
I try to separate fact from opinion.				
I try not to create a disturbance even if I am not interested.				
I try not to get ahead of the speaker.				
I consider most subjects with some interest.				
I try to understand what the person's body language is saying.				
I try to understand the purpose of emotionally toned words.				
I listen to others as I would have them listen to me.				

*Adapted from New Dimensions in Creativity by Dolores Gade.

References

Gade, Delores. New Dimensions in Creativity. Home Economics Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. 1974.

Foster, Hogan, Herring, Gieseking-Williams. Creative Living. Basic Concepts in Home Economics. New York, N.Y.: Butterick Publishing Co. 1979.

McFarland and Ramstetter. Cincinnati Public Schools. Home Economics Department. Exploring Living Environments. Bloomington, Ill.: McKnight Publishing Co. 1977.

CLASS: Homemakers in Transition

UNIT: Personal Resources Management

CONCEPT: Coping with Stress

INSTRUCTIONAL OBJECTIVES: Objectives are classified as cognitive (C), affective (A), or psychomotor (P) to the left of each number.

C 1. Comprehends the direct relationship between energy level, stamina, mental and physical health, and job performance.

C 2. Understands that mental and physical health can be improved by 1) adequate nutrition and exercise habits, 2) positive environment, 3) meaningful relationships, and 4) preventative medical care.

C 3. Recognizes that stress is an unavoidable fact of life and that health and other valuable resources are available to use as tools in coping with stress.

C 4. Concludes that handling "on the job" stress can prevent stress from interfering with one's daily activities and family relationships.

C 5. Realizes that health strengthens a positive self-image.

A 6. Evaluates nutrition, exercise and body mechanics, and the knowledge of simple home nursing techniques as effective stimuli for raising energy level and improving the health of the entire family.

EVALUATION PROCEDURES*:

1. Teacher observes willingness of participants to discuss health and job related problems that directly affect homemakers, especially Homemakers in Transition. (1)

2. Participants involve themselves in the group activities. (2,3,4,5,6)

3. Participants interact with the panel and contribute ideas for a simple guideline for home health care. (6)

*For each procedure, the number of the matching objective is given in parenthesis following the procedure.

LEARNING ACTIVITIES*	RESOURCES
1. Discuss the following questions with local resources: (1) Question #1: Does a lack of mental or physical health affect the way a person does his/her job? How? Question #2: Are employers willing to "take a chance" on hiring a HIT who obviously is under physical and emotional strain? Would the employer be more inclined to hire a person currently enrolled in HIT classes or other self-help groups? (Include discussion of health: job related problems directly affecting the HIT.)	Blue Cross/Blue Shield or other insurance representative. Representative from Employment Security Division. Personnel supervisor from local plant or business
2. Formulate summary after hearing teacher present subject matter details and completing discussion.	
3. Participate in (or observe) group activities to aid in rediscovering oneself as a person (Transactional Analysis); learning to trust again; learning to cope with stress. (3,4)	Use local Mental Health Facility personnel or contact Regional Mental Health Facility for qualified person. Get booklets from Mental Health Association on Coping with Stress.
4. Discuss Handout #1, "The Stress Indicator." (3,4)	Handout #1, "The Stress Indicator," p. 12.
5. Formulate summary after hearing teacher present subject matter details and completing discussion.	
6. Role play or practice as a group some daily routines using proper body mechanics. (6)	Use local physical education instructor or other similarly qualified person.
7. Discuss the use of exercise as a stimulus for raising energy levels and relieving stress. (2,3,6)	
8. Clients who are able can participate with instructor in simple beginner-type exercises. (6)	

*For each learning activity, the number of the matching objective is given in parenthesis following the learning activity.

LEARNING ACTIVITIES	RESOURCES
9. Discuss any change of feelings, mental or physical, after engaging in physical activity. (1-6)	
10. Formulate summary after hearing teacher present subject matter details and completing discussion.	
11. Discuss with a representative of your local health department the responsibilities of family and community health. Perhaps arrangements could be made for film or filmstrip to accompany discussion. Emphasize home health care, immunization, nutrition, and adequate housing as aids to total health care. (2,6)	County or State Public Health Agency, Community Nutrition Aid, Community Housing Authority.
12. Formulate summary after hearing teacher present subject matter details and completing discussion.	
13. Discuss with a panel of doctors (or nurses) "What doctors wished that homemakers knew about home health care (home nursing)." Participants take notes that will later be used in class to make up guidelines for home nursing. (6)	Vary field of practice if possible. Ex.: General Practitioner, Ob-Gyn, Pediatrics, Dentist.
14. Formulate summary after hearing teacher present subject matter details and completing discussion.	
15. Optional: Plan a special night for spouses to be included with class for a special session on family planning. All members of the class may not need or want this information. (6)	Local Family Planning Clinic Personnel.

Major Generalizations

1. Stress is a part of life that can be handled more positively when a person has cultivated both physical and mental health.

2. Knowing the factors which trigger stress within oneself can contribute to positive control and management of some situations.

SUBJECT MATTER

OBJECTIVE 1. COMPREHENDS THE DIRECT RELATIONSHIP BETWEEN ENERGY LEVEL, STAMINA, AND MENTAL AND PHYSICAL HEALTH, AND JOB PERFORMANCE.

Energy - available power (depends upon food, mental state, rest, etc.)

Stamina - power to endure disease, fatigue, deprivation

Health - condition of the body or mind in reference to soundness and vigor

Stress - anything that disturbs normal equilibrium of the body or mind

Americans are living longer, making more complex choices, experiencing rapid social and technological change, and feeling fully involved in world affairs. Because society is becoming more and more complex, specific job related health problems are more evident. The following points indicate that individuals and communities are giving attention to the health related problems of the "working community."

* The labor community realizes the importance of having healthy workers. Most employers work closely with providers of health care programs to insure the availability of necessary medical services for their employees.

* Realizing that inadequate nutrition is a deterrent to health and employability, our government offers various programs to provide food and nutrition education to the poor, the elderly and the disadvantaged.

* Recognizing that modern "high tension" jobs create stress and fatigue, many metropolitan working complexes and some factories have installed gyms, jogging tracks, and other types of recreational facilities that

encourage employees to work off tension or stress in a positive manner during lunch periods or breaks. Workers return to work refreshed and relaxed.

* Affecting the passage of laws that protect the worker from environmental pollutants, unsafe working conditions, noise, uncontrolled working hours, and other stressful conditions that can be harmful to the mind and body has been the job of national labor and environmental protection agencies.

These are just a few of the many benefits that have been instituted to protect the health of the individual worker.

OBJECTIVE 2. UNDERSTANDS THAT MENTAL AND PHYSICAL HEALTH CAN BE IMPROVED BY 1) ADEQUATE NUTRITION AND EXERCISE HABITS, 2) POSITIVE ENVIRONMENT, 3) MEANINGFUL RELATIONSHIPS, AND 4) PREVENTATIVE MEDICAL CARE.

Health is <u>not</u> just freedom from disease or infirmity....Health involves the <u>interaction</u> of complex factors and conditions such as:

1) Hereditary endowment....An individual's inherited cell structure, internal chemistry, and nervous system directly affect the way he/she reacts to stimuli.

2) Safe and healthful environment....The air we breathe; the climate; foods we eat; noise; pollution; colors; crowded conditions, etc., all influence the status of mental and physical health.

3) Adequate standard of living that provides:
   a) health care and education
   b) nutrition that encourages optimum growth, development, healing and recovery from illness or injury

4) Fitness that promotes resistance to diseases, stress, fatigue, frustration, boredom, premature aging, and death.

5) Healthful attitudes, beliefs, and practices that promote a:
   a) healthy, mature personality
   b) will to live

6) Opportunities for challenges, new experiences, constructive recreation.

7) Love, affection, sharing, and belonging.

8) Values, ideals, spiritual faith, understanding of the meaning and direction of life.

A person is a total being having a physical self, social self, spiritual self, and a mental self. The total environment (internally and externally) directly affects daily living and the state of health.

Mental health involves the way a person thinks, feels, interacts, and behaves with others. Mental health is improved by the same habits of environment and relationships that make us physically healthy. Satisfying and mature judgments about life-situations are dependent upon an individual's state of mental and physical health. The human organism is highly adaptable and has a great capacity for physical, mental, and social self-repair.

OBJECTIVE 3. RECOGNIZES THAT STPESS IS AN UNAVOIDABLE FACT OF LIFE AND THAT HEALTH AND OTHER VALUABLE RESOURCES ARE AVAILABLE TO USE AS TOOLS IN COPING WITH STRESS.

Growth and development in acquiring mental and physical health is a continuing process. Health habits should not be avoided during times of

personal stress.

*Stress is caused by pressure from the outside environment.... the result is either tension, anxiety, depression or illness. Stress begins as mild tension or anxiety but can lead to severe depression and illness if not adequately handled.

The main causes of stress are sudden or disagreeable changes such as 1) job changes, 2) family changes, 3) retirement, 4) financial changes, 5) personal loss by death, divorce, separation, moving, or 6) illness or injury. With each stage in the family life-cycle, different adjustments (changes) will need to be made. The "normal" tensions of everyday life can be beneficial as stimuli to help a person perform at a higher level of efficiency. "Normal" tension counteracts complacency, listlessness, and lack of motivation. Being able to get excited or a little nervous on occasion is perfectly normal and in fact makes life worth living. But, continued nervousness, worry, and anxiety lead to the "chronic" tensions that are harmful and cause physical and mental illnesses. Usually the events which cause the most stress are those over which the individual has no preparation for or control. As a person develops effective methods and resources to cope with stress, he/she can begin to control the direction of change in daily living. An individual's coping resources include good health, adaptability, family role, money, friends, education, religious faith, or vocational training. The individual's value system and previous experience in coping with stress influence how the individual will define an event "crisis" or not. Using available resources, crisis situations can be defined and dealt with in a positive, constructive manner. Each successful experience will serve to reinforce a person's ability to function adequately. Many times the crisis situation makes a resource unavailable and demands that the

individual find another way to handle (cope with) the problem.

OBJECTIVE 4. CONCLUDES THAT HANDLING "ON THE JOB" STRESS CAN PREVENT STRESS FROM INTERFERING WITH ONE'S DAILY ACTIVITIES AND FAMILY RELATIONSHIPS.

"Chronic" tension can develop "on the job" or "in the home" and each situation can be transferred to the other location.

Example: A person is pressured on the job by the boss... the person comes home and yells at the spouse because the window is broken...the spouse takes the frustration out on the child...and the child kicks the dog. In reverse, the child misbehaves causing the parent to be nervous...the parent yells at the spouse who then goes to work and takes the anger out on employees.

Success in dealing with these kinds of stress (tensions) is dependent upon a person's ability to determine how much stress he/she can handle. At this point the importance of a back-up support system should be understood. Family, close friends, persons we trust can serve as a support for the times when we are unable to cope alone.

OBJECTIVE 5. REALIZES THAT HEALTH STRENGTHENS A POSITIVE SELF-IMAGE.

The attitudes we form about ourself (self-image) are somewhat related to or dependent upon what we see in the mirror. Health "shows" in a healthy looking body. Hair, eyes, skin, nails all reflect the results of proper rest, exercise, good nutrition, etc. Body language such as posture, walk, and facial expressions reflect the status of the mind and emotions. Simply stated: If we like what we see and like the way we feel physically, we can use these feelings as a positive base on which to cope with life

in general. As a person grows, personal image changes. As the image changes, behavior patterns will be changed also.

OBJECTIVE 6. EVALUATES NUTRITION, EXERCISE AND BODY MECHANICS, AND THE KNOWLEDGE OF SIMPLE HOME NURSING TECHNIQUES AS EFFECTIVE STIMULI FOR RAISING ENERGY LEVEL AND IMPROVING THE HEALTH OF THE ENTIRE FAMILY.

"How does the body work?", "Why do I get sick?", "How can I handle simple illnesses?". Knowledge of body mechanics and the proper care of the body can: 1) relieve a person's fear and anxiety of illness or disease

2) improve general health by practicing effective health habits

3) save money by using preventative medical care procedures and by caring for minor medical problems in the home.

The use of proper body mechanics (lifting, performing routine body movements) combined with time management will enhance a person's ability to use the resources of time, physical energy, and mental energy more efficiently.

Many Americans have little knowledge of nutrition or choose not to use the knowledge they have. As a result, many people suffer because of the foods they choose to eat. Many are misled by dangerous diets or unfounded food claims. A widely varied diet, such as is supported by the Basic 4 Daily Food Guide, provides the body with all the necessary nutrients for building, repairing, and maintaining healthy tissues.

As the body matures, it needs less food to operate. However, weight gain is related as much to lack of exercise as to overeating. Excessive body weight drains energy, reduces the level of stamina, and can cause poor health. Use of the Basic 4 Food Guide is recommended because this simple formula eliminates the need for complicated counting of nutrients and calories.

The POWER OF ADEQUATE NUTRITION

1. To have health, vitality, and energy.
2. To mature physically.
3. To withstand stresses of the environment.
4. To fulfill his/her biological role in life.
5. To enjoy an extended prime of life.
6. To withstand many of the hazards of aging.

Knowledge is power, particularly in nutrition. And there is much power in adequate nutrition.

Teaching Nutrition, 2nd Edition, Eppright, Pattison, Barbour, Iowa State University Press, Ames, Iowa. (copy in Fayetteville)

DANGER SIGNALS which indicate poor nutrition

1. Overweight (failure to regulate food intake to meet body needs).
2. Low blood sugar.
3. Dental caries (cavities) and other poor oral conditions.
4. Lack of physical fitness.
5. Illness and inability to handle life stress situations due to depleted reserves of necessary nutrients.
6. Chronic illness.

*Physical fitness is the ability to perform standard physical tasks.

Home nursing techniques....

The increasing cost of hospitalization will make some knowledge of home nursing a necessity for almost everyone. Home nursing skills will enable

one to do an effective job in the home in caring for the sick. In case of accident, correct treatment is important and may determine the outcome of the patient's condition. Remember the principles of the management of our resources....taking care of minor illnesses and minor accidents in the home will save the time spent waiting for assistance and will save money spent for unnecessary medical services.

Another dividend of knowing how to care for the family's health is self-confidence. This type of self-confidence builds basic skills that can be adapted from the family setting to gainful employment.

Handout #1

Social Readjustment Rating Scale*

Rank	Life Event	Mean Value
1	Death of spouse	100
2	Divorce	73
3	Marital separation	65
4	Jail term	63
5	Death of close family member	63
6	Personal injury or illness	53
7	Marriage	50
8	Fired at work	47
9	Marital reconciliation	45
10	Retirement	45
11	Change in health of family member	44
12	Pregnancy	40
13	Sex difficulties	39
14	Gain of new family member	39
15	Business readjustment	39
16	Change in financial state	38
17	Death of close friend	37
18	Change to different line of work	36
19	Change in number of arguments with spouse	35
20	Mortgage over $10,000	31
21	Foreclosure of mortgage or loan	30
22	Change in responsibilities at work	29
23	Son or daughter leaving home	29
24	Trouble with in-laws	29
25	Outstanding personal achievement	28
26	Wife begins or stops work	26
27	Begin or end school	26
28	Change in living conditions	25
29	Revision of personal habits	24
30	Trouble with boss	23
31	Change in work hours or conditions	20
32	Change in residence	20
33	Change in schools	20
34	Change in recreation	19
35	Change in church activities	19
36	Change in social activities	18
37	Mortgage or loan less than $10,000	17
38	Change in sleeping habits	16
39	Change in number of family get-togethers	15
40	Change in eating habits	15
41	Vacation	13
42	Christmas	12
43	Minor violations of the law	11

*Mental Health Association Newsletter. National Headquarters, 1800 N. Kent Street, Arlington, VA 22209. May 1980.

CLASS: Homemakers in Transition

UNIT: Personal Resources Management

CONCEPT: Family's Position in the Life Cycle

INSTRUCTIONAL OBJECTIVES: Objectives are classified as cognitive (C), affective (A), or psychomotor (P) to the left of each number.

C 1. Become aware of family members as a personal resource.

C 2. Establish own needs in relation to position in the life cycle.

C 3. Develop a plan for a family support system.

C 4. Learn how to ask family members for support.

EVALUATION PROCEDURES*:

1. Participants will complete questionnaire and determine position in life cycle. (1,2)

2. Participants will write out personal needs. (2)

3. Write out a list of family members and outline the kind of support each one can contribute. (3)

4. Report back to class on results of family conference. (4)

*For each procedure, the number of the matching objective is given in parenthesis following the procedure.

LEARNING ACTIVITIES*	RESOURCES
1. Study and become familiar with some of the "tasks" in which members of the family may be involved.	Subject Matter Details, p. 3.
2. After discussing diagram of the family life cycle, determine individual current position in the life cycle. (1)	Subject Matter Details, p.3. Handout #1, p. 6,7. Handout #2, p. 8.
3. Complete questions on life cycle questionnaire.	Subject Matter Details p. 4. Handout #3, p. 9.
4. Answer on paper "what needs do you have that are the same as those stated in your life cycle."	Subject Matter Details, p.3. Paper and pencil Handout #1, p. 6,7.
5. List family members and outline which member can contribute to meeting the specific needs in Activity #3.	Subject Matter Details, p.4. Paper and pencil. List of needs.
6. Plan a family conference. (4)	Subject Matter Details, p.4.

MAJOR GENERALIZATIONS LEARNED**:

1. Family member's individual growth tasks can interfere with efforts of the HIT. (1)
2. Older family members can contribute support to the HIT. (1)
3. Family members cannot set aside their own personal development (needs).
4. A written plan will assure that high priority needs are considered first. (2,3)
5. Family conferences allow an opportunity for the HIT to ask family members for support. (3,4)

*For each learning activity, the number of the matching objective is given in parenthesis following the learning activity.
**For major generalizations learned, the number of the matching objective is given in parenthesis following the generalization.

SUBJECT MATTER

OBJECTIVE 1. BECOME AWARE OF FAMILY MEMBERS AS A PERSONAL RESOURCE.

Homemakers in Transition often find that some of the unique problems they are encountering arise from conditions that accompany their present stage in the family (human) life cycle. Examples of these problems are: child care, care of an invalid; care for elderly parents; cost of education; income; discipline; housing; food; clothing; etc. Each stage of the life cycle involves performing specific growth tasks (jobs). The responsibilities associated with these tasks may interfere with the Homemaker's individual efforts and alter the success of those efforts. Handout #1 will acquaint participants of the needs and tasks within each specific stage of the cycle. However, the HIT will also realize that certain family members can act as a personal resource. The ability of a family member to serve this purpose will depend upon that member's age and stage in the life cycle. Handout #2 contains a few developmental tasks for the age groups that will most likely be expected to contribute some support to the HIT. This outline will help the HIT to be aware that those persons giving support are also involved with their own development and cannot be expected to contribute all of their time to the needs of the HIT.

As a resource, family members' contributions can be substituted for another resource not available or can be used as an investment to secure other needs (an honest trade of resources). Younger members tend to have more needs than abilities, thus they are not as valuable as a more experienced member who possesses some marketable skills or abilities.

OBJECTIVE 2. ESTABLISH OWN NEEDS IN RELATION TO POSITION IN THE LIFE CYCLE.

Homemakers in Transition need to locate their position in the life cycle and outline their own needs in addition to the needs of the family. Since the HIT is normally the head of the household, he/she will be responsible to assure that the needs of dependent members are also being met. This overwhelming responsibility is usually more than one person conceivably can handle. Therefore, there is an urgent need for assistance.

OBJECTIVE 3. DEVELOP A PLAN FOR A FAMILY SUPPORT SYSTEM.

Before the HIT approaches family members, a plan should be outlined with specific needs priorities considered. Getting thoughts together on paper will assure that important or critical needs are not avoided. Also, setting a plan in writing causes the HIT to confront the realization that needs must be met and help must be acquired. Experiencing this confrontation ahead of asking for help will alleviate some of the emotional trauma Homemakers go through when asking for help. Characteristically, people are embarrassed and pride will prevent them from asking for help.

OBJECTIVE 4. LEARN HOW TO ASK FAMILY MEMBERS FOR SUPPORT.

Personalities of family members and closeness of the family group will determine the most successful way to approach family members. As a suggestion: a family meeting might be planned to discuss the overall problems and needs of the family. The "brainstorming" activity could be used to allow family members to interact and suggest methods to solve the problems. The family could decide as a group which solution to take

or the head of the household might want to accept this responsibility. Family members could be assigned tasks during the meeting or each member could be approached by the HIT in a private meeting. The first meeting may be awkward and not totally successful. But, if this activity can be developed into a regular pattern for the family, it will not be long until family members will begin to contribute to the discussion. As a result, the HIT probably will have the physical and emotional support required to meet the needs of self and family.

Suggested Resources:

Cherry, Rona and Cherry, Laurence. "Your Five Emotional Stages of Life: How to Deal with Them." Family Circle, April 1976, pp. 87-94.

Sheey, Gail. "The Crisis Couples Face at Forty." McCalls, May 1976, pp. 107-162. (Adapted from Passages: Predictable Crises of Adult Life)

Sheey, Gail. Passages: Predictable Crises of Adult Life. E.P. Dutton and Co., Inc. New York, New York. 1974.

Handout #1

The Family Life Cycle (Part 1)

Beginning Family

Young couple alone (1-2 years)

Current Needs:
- food and clothing-relatively low
- recreation-moderate to low
- housing-relatively low
- transportation-moderate to low
- complete education-?
- repay marriage and school debts
- accumulate furniture and equipment

Future Needs:
- save cash for emergencies
- start health and life insurance program
- save for purchase of a home

Financial Decisions:
- decide on ways to earn a living
- wife to work or not
- rent or buy furniture & equipment
- to buy or rent home
- how to finance purchases
- type of life insurance
- where to save or invest
- type of health insurance
- plan for spending and saving (budget)

Expanding Family

Childbearing years (until oldest child is adolescent)

Current Needs:
- food and clothing-rising
- increasing medical expense
- high housing cost
- increasing recreation
- low service (household help)
- transportation-rising
- education-rising

Future Needs:
- insurance needs to be increased
- buying a second car?
- payment on house or saving to purchase
- saving for emergencies
- saving for future education of children
- community activities?

Financial Decisions:
- amount to spend on larger house and how to finance
- increasing insurance
- providing financial experiences for children

Handout #1

The Family Life Cycle (Part 2)

Launching Family

Children are adolescents (until marriage of last child)

Current Needs:
- food and clothing-high & increasing
- housing-high & increasing
- recreation-high & increasing
- transportation-high & increasing
- education-very high

Future Needs:
- keep up insurance

Financial Decisions:
- contributions-increasing
- elderly parents may need help
- use savings and borrow money

Contracting Family

Middle age (after children are gone-approximately 11 years)

Current Needs:
- food-much lower
- clothing-much lower
- shelter-much lower
- transportation-much lower
- furniture and equipment may need to be replaced
- medical needs rise
- death in family
- recreation-usually rises

Future Needs:
- prepare for retirement

Financial Decisions:
- adjust life and health insurance
- income is low
- get smaller, less expensive home

Old Age

Usually begins at retirement of one of the spouses

Current Needs:
- companionship-wife usually a widow
- medical care-soars
- income is low
- expenses-low to moderate
- services-very high (lawn care, etc.)
- transportation-low

Future Needs:
- make "pre-need" burial plans

Financial Decisions:
- will is made or updated
- children may need help
- draw on savings
- trade home for nursing home care

Handout #2

Examples of Some Physical, Mental, and Social Developmental Tasks from Early Adolescence to Old Age*

	LATE ADOLESCENCE (puberty to early maturity)	MATURITY (early to late active adulthood)	OLD AGE (through senility)
1. Learning an appropriate dependence-independence pattern.	1. Learning to be an individual in an adult manner.	1. Assisting one's children to become independent and autonomous.	1. Accepting help; becoming dependent if necessary.
2. Learning giving-receiving pattern of affection.	2. Building bonds of affection with other sex.	2. Cultivating warm friendships; building and maintaining satisfactory marriage relationship; building bonds of affection with own children and grandchildren.	2. Facing loss of spouse and replacing source of affection; finding friendships outside the family.
3. Developing reasoning capabilities.	3. Reaching own level of reasoning capability.	3. Mastering technical skills.	3. Attempting to remain mentally alert.
4. Adjusting to changes in the body.	4. Accepting one's own appearance. Reorganizing own feelings about self because of significant body developments.	4. Developing beneficial health habits while dealing with external pressures of adult world. Making sexual adjustments.	4. Adjusting to failing powers; less strength and ability.

*Adapted from Lippeatt and Brown. Focus and Promise of Home Economics - A Family-Oriented Perspective; "Developmental Tasks in 10 Categories of Behavior of the Individual from Birth to Death." New York: Macmillan Co., 1965, pp. 48-49.

Handout #3

Life-Cycle Questionnaire

NOTE: Deal with age-related issues only.

1. Place an "X" on the line where you think you are now.

   Birth _____ Death

2. Circle your answer to the following.

   a) I expect to live to age: 40 45 50 55 60 65 70 75 80 85 90 95+

   b) I want to live to age: 40 45 50 55 60 65 70 75 80 85 90 95+

3. What is the best thing about being the age you are now?

4. What is the worst thing about being the age you are now?

5. Name 2 or 3 things you would like to learn to do or accomplish in this stage of the life-cycle. Also the next stage of the life-cycle.

1.	1.
2.	2.
3.	3.

6. What stage of the life-cycle are you in now?

CLASS: Homemakers in Transition

UNIT: Personal Resources Management

CONCEPT: Decision Making

INSTRUCTIONAL OBJECTIVES: Objectives are classified as cognitive (C), affective (A), or psychomotor (P) to the left of each number.

C 1. Use the decision-making process as a personal resource for improving the quality of life.

EVALUATION PROCEDURES*:

1. Participant will be able to perform the decision-making process by completing the practice assignments. (1)

*For each procedure, the number of the matching objective is given in parenthesis following the procedure.

LEARNING ACTIVITIES*	RESOURCES
1.a) Describe a decision you made recently.	Paper and pencil. Handout #1, p. 4.
b) List the resources that were available.	
c) List the values that affected your choice.	
d) List the alternatives available.	
e) List the personal goals you were considering and/or family goals.	
f) List the possible consequences of each alternative.	
g) Record what decision was made.	
h) Evaluate decision.	Handout #2, p.5.
(1)	
2. Use the decision-making process to begin solving a new problem. (1)	Handout #1, p. 4. Paper and pencil. Handout or poster showing steps in the process. Subject Matter Details, p.
Complete the "Evaluation Process" activity. (1)	Handout #2, p. 5.

MAJOR GENERALIZATIONS LEARNED**:

1. Mastery of the decision-making process provides a homemaker with the ability to use values, goals and standards in making sound, productive decisions. (1)

*For each learning activity, the number of the matching objective is given in parenthesis following the learning activity.

**For major generalizations learned, the number of the matching objective is given in parenthesis following the generalization.

SUBJECT MATTER

OBJECTIVE 1. USE THE DECISION-MAKING PROCESS AS A PERSONAL RESOURCE FOR IMPROVING THE QUALITY OF LIFE.

The decision-making process is a powerfully effective tool (resource) that can be implemented in all phases of daily living. Each day consumers choose and buy goods and services to meet personal and family needs and wants. Decisions are made daily on-the-job and in-the-home that have long-term effects on the quality of life for the individual and the family. But people tend to be impulsive, unaware of conditions that influence their behavior, and they are secure with their previously learned patterns of acquiring. Use of the decision-making process stimulates critical thinking and enables a person to reduce factors in a complex world to a workable unit. The processes of inquiry, valuing, decision, and action are continuous and never-ending. When Homemakers in Transition have learned the process of decision-making, they will be able to cope with any decision regardless of changes that may occur in the world. Students usually forget 80 percent of facts learned, so the teacher-leader should strive to build skills from this activity.

*Note to teacher: The decision-making process has been outlined in unit, "Concept: Assertiveness." Review the process and reinforce with added learning activities. Also review goal, values, standards in unit, "Money Management."

Handout #1

Practicing the Decision-Making Process

Statement of the problem: _____

_____

_____

Goals I have made that affect the problem: _____

_____

_____

Alternative #1	Alternative #2	Alternative #3
Possible Consequences #1	Possible Consequences #2	Possible Consequences #3
1)		
2)		
3)		

Decision I have made: _____

_____

Steps I must take to carry out decision:

1) 5)

2) 6)

3) 7)

4) 8)

Adapted from Consumer Education Curriculum Modules - A Spiral-Process Approach. Vol. III. Decision Process. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 1974.

Handout #2

Evaluation Process

How Satisfied Am I with Choices I've Made?

In the numbered boxes below list seven choices or decisions you have made.* Check the box or boxes that describe how you feel about the choices or decisions you have made.

	Very happy with choice	Choice created no problem	Had no other choices	Question my choice	Very unhappy with choice
1.					
2.					
3.					
4.					
5.					
6.					
7.					

*Decisions could involve life style, friends, vacations, purchases, living quarters, schooling, eating habits, etc.

Adapted from Consumer Education Curriculum Modules - A Spiral-Process Approach. Vol. III. Decision Process. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 1974.

References

Green, Kinsey B. Decisions in Living. Teacher's Guide. Lexington, Mass.: Ginn and Company. 1976.

Jennings, Margie Sumrall. Decisions in Living. Lexington, Mass.: Ginn and Company. 1976.

U.S. Superintendent of Documents. Decision Process. Vol. III of Consumer Education Curriculum Modules - A Spiral-Process Approach. Washington, D.C.: Government Printing Office. 1974.

*Learning Activity Available

The Futurist Magazine. "Life Styles" - the game that explores your future - your world, your experiences, your relationships. February 1979. Vol. XIII, No. 1.

CLASS: Homemakers in Transition

UNIT: Interpersonal Resources

CONCEPT: Communication Skills

INSTRUCTIONAL OBJECTIVES: Objectives are classified as cognitive (C), affective (A), or psychomotor (P) to the left of each number.

C 1. Develop the skill: communicating with understanding.

C 2. Assess the responsibilities of speaker and listener.

A 3. Display an understanding of the effect of patterns of communication.

C 4. Evaluate the importance of attending to the context of a message.

P 5. Establish a habit of sending positive "I" messages.

P 6. Improve skill of active and passive listening.

A 7. Establish the value of personal "space."

P 8. Devise a plan for improving interpersonal communication.

EVALUATION PROCEDURES*:

1. Observes success with role play situations in group activities. (1,2,3)

2. Shows awareness of context by relating personal experiences. (4)

3. During class activity, displays improved combfort in forming "I" messages. (5)

4. Self evaluation during discussion indicates a desire to "understand." (6)

5. Shows willingness to perform exercise that exposes personal feelings about intimate space. (7)

6. Establishes a standard for personal space. (7)

7. Commitment in writing to improve skills in communicating. (8)

*For each procedure, the number of the matching objective is given in parenthesis following the procedure.

LEARNING ACTIVITIES*	RESOURCES
1. Establish definition of communication. (1)	Subject Matter Details, p. 5. Dictionary
2. In a group, practice sending familiar messages with non-verbal cues. (1)	Subject Matter Details, p. 6.
3. Construct or role play an argument or conversation that demonstrates a lack of understanding - reconstruct using verifying technique. (1)	Subject Matter Details, p. 7. Teacher developed conversation.
4. Participants role play a situation with two opposing viewpoints and use third party technique to establish understanding. (1)	Subject Matter Details, p. 7.
5. Listen to teacher outline responsibilities of speaker and listener. (2)	Subject Matter Details, p. 8.
6. By role play or sharing personal experiences, characterize the five levels of communicating. (2)	Subject Matter Details, p. 9.
7. Characterize the "patterns" of communication with role play or identify patterns by matching with pictures illustrating accompanying body language. (3)	Subject Matter Details, p. 10. Magazine picture or hand drawn illustration from textbooks.
8. Discuss a personal situation or situation observed where there were two perceptions of the same conversation or event, i.e., car accident, quarrel. (4)	Subject Matter Details, p. 10. Participant's experiences.
9. Break into small groups and practice sending "I" messages. Discuss feelings with group. (5)	Subject Matter Details, p. 11.

*For each learning activity, the number of the matching objective is given in parenthesis following the learning activity.

LEARNING ACTIVITIES	RESOURCES
10. Distinguish between active and passive listening. (6) *Break into small groups and practice active listening. Evaluate with whole group by discussing problems with words, feelings. (6) *Use check sheet to determine "Are You A Good Listener?"	Subject Matter Details, p. 12. Teacher pre-record a conversation demonstrating passive listening - record same conversation with active listening responses. Handout #1, p. 15. Pencil
11. Pick a partner <u>not</u> well-known and practice communication within the boundaries indicated. Discuss feelings. Reverse and pick a partner well-known. Discuss changes in feelings. (7)	Subject Matter Details, p. 13. Teacher could use chalk and draw some areas on the floor.
12. Each individual outlines personal areas other than "body bubble" that are considered their own personal space. Discuss "how far will you go to protect your private space." (7)	Pencil and paper.
13. Summarize thoughts of how this unit of study will improve interpersonal relationships. (8)	Subject Matter Details, p. 14. Participant's ideas.
14. Draw up personal contract to improve communication skills. (8)	Pencil and paper.

MAJOR GENERALIZATIONS LEARNED*:

1. Communicating is interacting. (1)
2. Messages are sent by verbal and non-verbal signals. (1)
3. Styles of communicating are habits. (1)
4. Judging and evaluating block communicating with understanding. (1)
5. People can disagree and maintain a good relationship. (1)
6. Listening with understanding requires courage, control, and open-mindedness. (1)
7. The speaker and the listener have specific responsibilities. (2)
8. A higher level of conversation indicates a closer relationship. (2)
9. People use certain patterns of communicating to conceal weakness and/or avoid the threat of rejection. (3)
10. Improved interpersonal relationships develop as a person develops positive communication skills. (3)
11. The context of the communication determines the meaning of the message. (4)
12. "I" and "you" messages have positive and negative effects on behavior and response. (5)
13. Listening skills determine the depth of understanding. (6)
14. Use of the space around a person affects that person's ability to communicate comfortably. (7)
15. Communication begins with an awareness of oneself. (8)

*For major generalizations learned, the number of the matching objective is given in parenthesis following the generalization.

SUBJECT MATTER

OBJECTIVE 1. DEVELOP THE SKILL: COMMUNICATING WITH UNDERSTANDING.

Communication is more than talking. It is an interaction with self and others. One person uses words and actions to express personal feelings, ideas, or information and another person or group receives the true meaning of that expression and sends back a verbal or non-verbal message of acceptance, denial, approval, or disapproval. Good communication involves an honest, open, and trusting exchange of expressions using all modes of communication, i.e., speaking, listening, reading, writing, body language.

Verbal signals are words or sounds used to express oneself. Non-verbal signals are expressions of the face and body, gestures and voice tones that transmit messages. Most human messages (about 90%) travel without words. Practice saying "no" in ways that transmit different meanings. Mixed or split-level signals consist of saying words that mean one thing while sending body signals that indicate the opposite of the words.

Example: A parent says to a child, "I'm leaving this decision up to you," but by use of voice tone and facial expressions sends the message "I'm leaving this decision up to you but you had better make the decision I want you to or else...."

(Posterboard with large lettering)

"I know you believe you understand what you think I said, but I am not sure you realize that what you heard is not what I meant."

- author unknown

Mixed signals are confusing and can cause serious communication problems between parents and children, friends, employers and employees, etc. Honest communication promotes good mental health and helps a person to develop a more satisfying positive self-image.

Habits of communication stick throughout a lifetime. Families develop their own styles of communication and pass their styles and habits to succeeding generations. Each family member needs to be able to express personal feelings and make complaints. Family interactions are more beneficial when all members realize they are not perfect and not always right.

Breakdowns or blocks to communication usually arise when people tend to approve or disapprove, judge or evaluate what the other person is saying without really understanding what is being said. When emotions or strong feelings are involved, the problem of judging or evaluating is greater. We become aware of this problem when we listen to people arguing and realize they are not talking about the same thing. Each was listening and evaluating from their own frame of experience and as a result they were not really communicating with understanding at all. Barriers or blocks such as these can be broken down if we listen with understanding. Developing this skill will require concentration and practice. One way to listen with understanding is to verify the message by summarizing the message received. The receiver might say, "Now do I understand that you are saying ....," then respond when speaker's message is clearly understood. Understanding helps remove emotional differences and allows a person to disagree while maintaining a good relationship.

In summary, good communications can be enriched when both parties come to understand each other from the other's viewpoint.

OBJECTIVE 2. ASSESS THE RESPONSIBILITIES OF SPEAKER AND LISTENER.

Listening with understanding requires courage. There is always the possibility a person will be persuaded to change their view. Listening also requires controlling emotions and having an attitude of open-mindedness. If both parties are thinking, "I am all right and you are all wrong," generalized statements will be exaggerated and defenses strong. Emotionally loaded situations make understanding with an opponent more difficult. A third party, who lays aside personal feelings and ideas, can be effective in clarifying each party's views and attitudes. This third party can also establish common grounds of agreement between opponents, thus relieving differences and tensions. This practice can be successfully used in most interactions involving groups and individuals emotionally involved, i.e., parent:parent; parent:child; employer:employee, etc.

There are other factors that affect the quality of interpersonal communications: the ability of the speaker to speak with clarity and the ability of the listener to listen with understanding. Each has certain responsibilities to the other.

During interaction between two parties, the following might occur:

a) The message may not be clear because the speaker is uncertain of what he/she wants to say. Thoughts may conflict and listeners judge or evaluate on the content of the message.

b) The listener thinks he/she knows what the speaker is going to say so the listener stops listening.

c) The listener hears the beginning and the end of the message but does not pay attention to what is in the middle.

d) The listener closes out the ideas he/she does not agree with or understand.

e) The speaker and listener get confused with what the other is saying and/or hearing.

A speaker has the following responsibilities:

1. Before speaking, organize thoughts.
2. Be brief.
3. Ask for feedback to clarify that the ideas being presented are understood correctly.
4. Pause and give the listener time to catch up and ask questions.
5. If the listener interrupts in the middle of a thought, politely ask that they listen until you are finished.
6. If a question is asked, directly relate the answer to the question asked.

A listener has the following responsibilities:

1. When you choose to listen, look attentative.
2. Keep up with the speaker's thoughts, even when the remarks are lengthy.
3. When necessary to clarify a point, intervene and ask, "Do I understand that you mean....?"
4. If you are confused, ask the speaker to clarify a certain point.
5. Show attention and understanding the nods, "yes," or "Uh Huh" depending upon the surroundings.
6. Listen attentively and do not reply or interrupt the speaker unless necessary.

7. If possible, summarize what the speaker has said to verify that the speaker's ideas have been understood accurately.

*Adapted from Womanpower (see reference page).

OBJECTIVE 3. DISPLAY AN UNDERSTANDING OF THE EFFECT OF PATTERNS OF COMMUNICATION.

There are five levels of verbal communication. As the relationship between people grows, a higher level of conversation develops.

Level 1: The lowest level of telling about yourself. Example: "Good morning, how are you?" "I am fine." Also includes casual talk used when meeting new people.

Level 2: Reporting facts about others, including gossip. If only the facts are told and no ideas or feelings are exchanged, then communication stays at this level.

Level 3: Sharing yourself by telling others of your ideas, beliefs, decisions, judgments.

Level 4: Sharing your feelings with others in order to establish emotional intimacy and know each other.

Level 5: Peak communication occurs when both parties are in perfect accord and harmony with each other. Based on openness and honesty and usually is not a condition that accompanies all of the communication between two parties.

Each person eventually develops a pattern or style of communication. Some patterns are "inherited" or copied from parents. Others occur as a result of experiences. Patterns are normally used to conceal weaknesses and/or

avoid the threat of rejection. There are even specific body positions and mannerisms that accompany communicative patterns.

Pattern #1: Placating - to avoid anger and disagreement. "Yes, dear, whatever you say is all right with me." "Yes" men are the placaters in the business world. (Shakes head in agreement all the time.) Begging attitudes.

Pattern #2: Blaming - A blamer is a faultfinder; a dictator who bluffs superiority in order to conceal own weaknesses. Siblings usually use this communicative pattern to cover jealousies. (Points or shakes finger at others, hand on hip, curled lips, scowl.)

Pattern #3: Computing - The computer develops an unemotional, cool, calm, collected facade to hide his/her true feelings. Computing blocks the way to close, intimate relations with others. (Controls facial expressions, sometimes displays fake, frozen smile, monitone voice, no gestures.)

Pattern #4: Distracting - The distractor avoids responding to the subject or question under discussion; answers are not related to what is being said or done. Appears to be in "another world."

Pattern #5: Leveling - Leveling leads to strong, trusting relationships because it is a total response. The leveler is sending an honest, open message with the whole body. Leveling does not include attacking or criticizing others; it involves communicating feelings in a way that does not hurt others.

Most people do not notice how they communicate with others. Homemakers in Transition often have problems in communicating because they have acquired a low self-esteem from their experiences. Old habits of poor communication can be broken and better communication skills acquired. The result will be better interpersonal relationships.

OBJECTIVE 4. EVALUATE THE IMPORTANCE OF ATTENDING TO THE CONTEXT OF A MESSAGE.

Another factor in building good communication skills is recognizing the components (context) of the message. The context determines the meaning of the message.

The context includes:

a) the physical setting,

b) mood or feelings of the parties communicating,

c) events or activities occurring or having occurred.

*Remember, different people have different perceptions of the same event. Choose to say "the right thing at the right time in the right place."

*Discuss the importance of attending to context when communicating on the job.

OBJECTIVE 5. ESTABLISH A HABIT OF SENDING POSITIVE "I" MESSAGES.

"I" messages vs. "You" messages.

"You" messages that blame and accuse destroy effective communication. "You" messages are threatening and cause bad feelings. "You never do anything right," "If you don't stop doing that....," "You know better than that."

These messages judge and evaluate the other person and relate the feeling that he/she is bad because he/she behaves that way.

"I" messages place the responsibility for change upon the other person. They may continue to act or speak the same way but in doing so, they understand they are showing disrespect for your feelings.

Examples of "I" messages: "I am upset....," "I worry that....," "I would feel much better if....," "I am concerned....," "I find it hard to...."

It takes courage to send an "I" message because the speaker risks letting others know their inner feelings. Begin practicing by making sentences with "I feel...." but avoid telling why until you have established ease in expressing feelings.

OBJECTIVE 6. IMPROVE SKILL OF ACTIVE AND PASSIVE LISTENING.

In order for peak communication to occur, the parties must hear and receive the messages exactly the way they were meant. Most people are guilty of "half-listening" on occasion. Listening involves hearing the words, and understanding the meanings and feelings behind the words. To listen and understand others, a person must pretend to see and feel through the other person's eyes.

Passive listening involves listening to another person's ideas and feelings without expressing one's personal ideas and feelings. Responses vary from "Wow," "How about that," to "Tell me more about it," or "I'd like to hear more."

Active listening involves a listener becoming aware of the feelings behind the words of the speaker, often referred to as "listening between the lines."

In active listening each person reflects back on what the other has said and conveys understanding, i.e., "You must have felt...." This feedback assures that the correct message is being received and provides an opportunity for misunderstanding to be cleared up.

Body language (non-verbal communication) consists of messages sent by gestures of the hands, facial expressions and posture.

Examples of body language:

a) slouching posture - fatigue, boredom or lack of interest
b) stiff pocture - tenseness, nervousness
c) lowered head, no eye contact - guilt, lack of self confidence, shame
d) clenched fist - anger, insecurity
e) folded arms, crossed legs - defense
f) wink - intimacy
g) wrinkled forehead - confusion, misunderstanding
h) a shrug of the shoulders - indifference

The awareness of the way a person holds the body, dresses, drums fingers, taps feet, uses facial expressions are important in helping that person to understand the non-verbal messages he/she is sending.

OBJECTIVE 7. ESTABLISH THE VALUE OF PERSONAL "SPACE."

Being comfortable in relationships is also dependent upon how a person uses and reacts to the space around them. Space is used differently by different cultures and countries. Americans often find themselves backing away when in conversation with people from Middle Eastern countries who stand very close when speaking.

Most people have a "body bubble" around them which is considered their own intimate space. This distance is 18 inches or less and restricted for close friendships, family, making love. Crowded buses, elevators cause uneasiness and embarrassment because of the invasion of this space.

Personal distance, from 1 1/2 to 3 feet, is used for conversations, private interactions. Social distance, from 3 to 13 feet, is used for transacting business, classroom instruction. Public distance, over 13 feet, is availalbe for impersonal interactions in a club meeting or other public function.

"Space" also includes physical areas or objects a person claims for personal use, i.e., Archie Bunker's favorite chair; a child's side of the dresser; a teen's cosmetics or clothes.

OBJECTIVE 8. DEVISE A PLAN FOR IMPROVING INTERPERSONAL COMMUNICATION.

In summary, good communication begins with an awareness of oneself. "What kind of messages am I sending?," "What kind of listener am I?," "How do I use body language?," "How do I react to and use the space around me?."

Teacher: Suggest that participants enter into a personal contract to improve communication skills. Outline specific details and set reasonable goals.

Are You a Good Listener?

Directions: Please circle number most nearly representing your position.
5 = Almost always; 4 = Usually; 3 = Occasionally; 2 = Seldom; 1 = Almost never.

ATTITUDES

1. Do you like to listen to other people talk?	5	4	3	2	1
2. Do you encourage other people to talk?	5	4	3	2	1
3. Do you listen even if you do not like the person who is talking?	5	4	3	2	1
4. Do you listen equally well whether the person talking is man or woman, young or old?	5	4	3	2	1
5. Do you listen equally well to friend, acquaintance, stranger?	5	4	3	2	1

ACTIONS

6. Do you put what you have been doing out of sight and out of mind?	5	4	3	2	1
7. Do you look at the person?	5	4	3	2	1
8. Do you ignore the distractions about you?	5	4	3	2	1
9. Do you smile, nod your head, and otherwise encourage him to talk?	5	4	3	2	1
10. Do you think about what he is saying?	5	4	3	2	1
11. Do you try to figure out what he means?	5	4	3	2	1
12. Do you try to figure out why he is saying it?	5	4	3	2	1
13. Do you let him finish what he is trying to say?	5	4	3	2	1
14. If he hesitates, do you encourage him to go on?	5	4	3	2	1
15. Do you restate what he has said and ask him if you got it right?	5	4	3	2	1
16. Do you withhold judgment about his idea until he is finished?	5	4	3	2	1
17. Do you listen regardless of his manner of speaking and choice of words?	5	4	3	2	1
18. Do you listen even though you anticipate what he is going to say?	5	4	3	2	1
19. Do you question him in order to get him to explain his idea more fully?	5	4	3	2	1
20. Do you ask him what the words mean as he uses them?	5	4	3	2	1

Scoring: 90-100 - Great listener! Total Score _____
80-89 - Good listener.
65-79 - Fairly typical listener who could stand some improvement.
50-64 - Really need some practice and training in effective listening.
Under 50 - Are you listening?

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Riker and Riker. Me - Understanding Myself and Others. Peoria, Ill.: Charles A. Bennett Co., Inc. 1977.

Rogers, Carl R. "Communication: It's Blocking and It's Facilitation." Northwestern University Information, Vol. XX, No. 25, pp. 9-15.

Sasse, Connie R. Person to Person. Peoria, Ill.: Charles A. Bennett Co., Inc. 1978.

CLASS: Homemakers in Transition

UNIT: Interpersonal Resources

CONCEPT: The Personal Contact Network

INSTRUCTIONAL OBJECTIVES: Objectives are classified as cognitive (C), affective (A), or psychomotor (P) to the left of each number.

C 1. Homemakers in Transition will be able to identify their own people resources.

C 2. Homemakers in Transition will be familiar with agencies that serve as a support system.

P 3. Homemakers in Transition will improve communication skills through interacting with personal "people resources."

EVALUATION PROCEDURES*:

1. After class discussion, each participant will choose persons who will form a continuing support system. (1)

2. Note: Homemakers in Transition interest in special agencies from questions asked and information sought on specific needs. (2)

3. Observe growth in individual communication skills during group activities and social interaction (the break).

*For each procedure, the number of the matching objective is given in parenthesis following the procedure.

LEARNING ACTIVITIES*	RESOURCES
1. Compile list of persons who will make up a personal support-system. (1)	Subject Matter Details, p. 4. Paper, pencil, colored pens or pencils.
2. Discuss the advantages of close, strong friendships. (1)	Subject Matter Details, p. 5.
3. Write an essay titled, "A Friend Is a Person Who...." Share with class. (1)	Paper, pencil.
4. Make notes of specific helping agencies. (2)	Subject Matter Details, p. 6.
5. Devise a list of criteria for a helping agency. (2)	Subject Matter Details, p. 6. Paper and pencil.
6. Discuss advantages of membership in clubs or groups. (2) * If members of the class have all been a member of a group, analyze those groups according to the criteria outlined by the group in Activity 5. (2)	Subject Matter Details, p.7.
7. Each individual mentally do a self-analysis and share with the class the personal growth in interpersonal skills achieved since the class began. (3)	Volunteer members of the class.
8. Make definite decision of who will be chosen for a personal support system. (3)	Paper, pencil.

*For each learning activity, the number of the matching objective is given in parenthesis following the learning activity.

MAJOR GENERALIZATIONS LEARNED*:

1. People are a valuable personal resource for supporting the HIT during the transition period. (1)

2. Many clubs, agencies, and groups who can provide support, interaction, and even jobs are available to the HIT and can be used as a dynamic personal resource. (2)

3. Having a personal contact network provides the HIT with practice for developing interpersonal communication skills needed for successful employment. (3)

*For major generalizations learned, the number of the matching objective is given in parenthesis following the generalization.

SUBJECT MATTER

OBJECTIVE 1. HOMEMAKERS IN TRANSITION WILL BE ABLE TO IDENTIFY THEIR OWN PEOPLE RESOURCES.

"Everybody needs somebody sometime" is a popular phrase used when educators try to make the point that people are not the proverbial "island unto themself." Homemakers in Transition may have experienced losing their closest human support system through death, divorce, or separation. This loss could leave the homemaker feeling deserted, vulnerable, and hopeless. These feelings often cause homemakers to retreat from society, accept the condition they are in, and convince themselves they are hopeless and helpless. They may not consider the possibility of getting a job to help solve problems. If they do think of getting a job they may convince themselves that they are unqualified and unable to seek and hold a job.

A HIT class can be beneficial in alleviating this problem in several ways:

> Participation in classes can restore some contact with society; the HIT will be able to rebuild self-confidence and independence by getting in touch with self again; the HIT will be able to develop job seeking and job keeping skills; the HIT will learn how to identify people and agencies who will be resources for a new personal support system.

All relationships between people are not the same. They tend to be in categories of acquaintances, family, or friends.

Instructions for Activity #1:

1) Draw a small circle in the center of a page and write "me" in the center of the circle.

2) Draw four more circles outside the center and label the circle closest to "me" as "close friends"; the next circle is labeled "relatives," then "friends," and finally "acquaintances."

3) Inside each circle write the names of people you know who fit into that category.

4) Draw a red line under the names of people who give you positive support, bring out the best in you, are fun to be with, stimulate your creative ability.

5) Draw a yellow line under the names of people you may wish to avoid because of their negative, disturbing influence on your personal development.

6) If there are people in another category whom you want for a close friend, write those names in the circle of "close friends" and circle the name. This will be a new goal for the individual to work on.

*Adapted from "Person to Person" activity, p. 108. (See References.)

Today's family supports the individual members in several ways such as providing food, clothing, protection, affection, education, recreation, religion, procreation. But the type of support the HIT needs is mostly found in those individuals we consider as close friends.

Friends promote each other's personality growth. Friendships that join persons of different ages, ideas, backgrounds serve to weaken prejudices and allow a person to develop more positive interpersonal relationships. Some friendships are closer and stronger than others. A positive personal support system involves predominantly the closer, stronger friendships with others providing supplementary support.

To build a close, strong relationship, a person's first step is to build rapport. Good rapport is the comfortable feeling a person gets when at ease with another person. The second step is self-revelation which involves two people exchanging personal feelings, attitudes, or experiences with each other. The third step is to develop mutual support systems. While learning to understand each other's actions and habits, the individuals respond to each other by forming habits that complement each other. They

rely upon each other as companions for going places and sharing conversations. This mutual support system develops into a sense of fulfillment. Each partner in the relationship fulfills the other's need and the result is respect, self-esteem, love, affection, and confidence in varying degrees.

Developing strong, close friendships also has a "ripple" effect. When a person develops self-confidence, worth, or value from these close friendships, it is easier to interact with others in a more positive manner. To the HIT this means that improved family and business relations can develop from close, strong friendships.

OBJECTIVE 2. HOMEMAKERS IN TRANSITION WILL BE FAMILIAR WITH AGENCIES THAT SERVE AS A SUPPORT SYSTEM.

Agencies that exist to supply supportive services to the public can be divided into two categories:

1) Job related support agencies, i.e., the Employment Security Division, Wage and Hour Bureau, Social Security, Divil Service, Small Business Administration, etc.
2) Personal support agencies, i.e., the Health Department, Mental Health Centers, Counseling Centers, YWCA, YMCA, SCAN, CONTAC, AARP, Council on Aging, Parents without Partners, etc.

These agencies usually arise out of specific unmet needs in the community. The HIT needs to be aware of the availability of certain agencies so that even if there is no immediate need for the services, the information may help in the future.

The way in which an agency is revealed to the HIT is crucial. The first impression a client receives is usually the one maintained. Information

concerning the service performed by agencies must be presented in such a way that the HIT does not feel threatened or coersed into using the services.

(The teacher-leader is responsible for selecting only sound, well-organized agencies as resources for the class. These agency representatives should be briefed prior to their appearance so they will understand the nature and goal of the HIT program.)

In selecting agency support systems, the HIT should check the soundness and reliability of the programs. Ask questions, talk to others using the agency, check with the local Better Business Bureau. In choosing personal support agencies for mental or physical health support, ask a personal physician for a reference. Agencies sometimes offer group therapy. These groups can act in place of a close friendship in helping members fulfill their needs. Group memberships in clubs fill the need to be with people, to belong, gain affection, respect, and self-esteem.

OBJECTIVE 3. HOMEMAKERS IN TRANSITION WILL IMPROVE COMMUNICATION SKILLS THROUGH INTERACTING WITH PERSONAL "PEOPLE RESOURCES."

Communication is a sharing of knowledge, information, feelings, attitudes, beliefs, concerns, etc. Developing positive interpersonal relationships with close friends and club members provides an environment for a HIT to practice interpersonal skills of speaking, listening, interacting, and expressing one's feeling without fear of being "put down," laughed at, or scorned. Continued practice will lead a person to improved ability and self-confidence in communicating.

The HIT should now be choosing a continuing support system that will work for the participant after the HIT classes are completed. Some of the class may want to form a support group among themselves. The teacher-leader can assist the members in outlining their plans for the group but should not be a leader or regular member of the group.

APPENDIX A

Participants in Homemaker in Transition Project II

Project Director: Dr. Reba J. Davis
Graduate Associates: Marjorie Marugg
Kaye Brock
Graduate Assistant: Judith Harris

	Name	Occupation	Location in Arkansas
1.	Mary Bridges	Home Economics Teacher	Little Rock
2.	Wynona Bryant	Home Economics Teacher	Texarkana
3.	Helen Clark	Home Economics Teacher	Hope
4.	Pearl Doyel	GCE Coordinator	Marianna
5.	Frankie Fisher	Home Economics Teacher	Shirley
6.	Carolyn Friedl	Home Economics Teacher	Little Rock
7.	Margaret Garner	GCE Coordinator	Fordyce
8.	Mary Harlan	Home Economics Educator - UCA	Conway
9.	Illa B. Hope	Home Economics Teacher	Fordyce
10.	Dana Horn	Home Economics Teacher	Kirby
11.	Lynn Horton	Cooperative Extension Home Economist	Lewisville
12.	Jo Howard	Cooperative Extension Home Economist	Nashville
13.	Marcia Johnson	Home Economics Teacher	Prescott
14.	Marjorie Kirby	Home Economics Teacher	N. Little Rock
15.	Marjorie Marugg	Graduate Student	Rogers
16.	Robbie McKinnon	Home Economics Teacher	Gurdon
17.	Gloria Merrick	Home Economics Teacher	Hope
18.	Virginia Neill	Home Economics Teacher	Little Rock

	Name	Occupation	Location in Arkansas
19.	Jane Perry	Occupational Home Economics Teacher	Ft. Smith
20.	L. B. Roberts	VOED Teacher	Little Rock
21.	Elaine Shoptaw	Home Economics Teacher	Little Rock
22.	Carolyn Starr	Home Economics Teacher	Helena
23.	Ora D. Stevens	Secondary Supervisor for Curriculum & Instruction	Marianna
24.	Sheila Terrell	Home Economics Teacher	Murfreesboro
25.	Bea Tipton	Home Economics Teacher	Arkadelphia
26.	Carolyn Warren	Home Economics Teacher	Little Rock
27.	Relda Washburn	Cooperative Extension Home Economist	Conway
28.	Chris Weems	Home Economics Teacher	Hazen

APPENDIX B

Sample Agency Information Card

Name _____ Telephone No. _____

Business Address _____

Services offered _____

_____

_____

_____

Major Contact Person _____ Telephone No. _____

Use as guest speaker _____ yes _____ maybe _____ no

Wants to be on mailing list _____ yes _____ no

Interested in learning more about my program _____ yes _____ no

Recommends I contact these others who would be interested in my program

_____

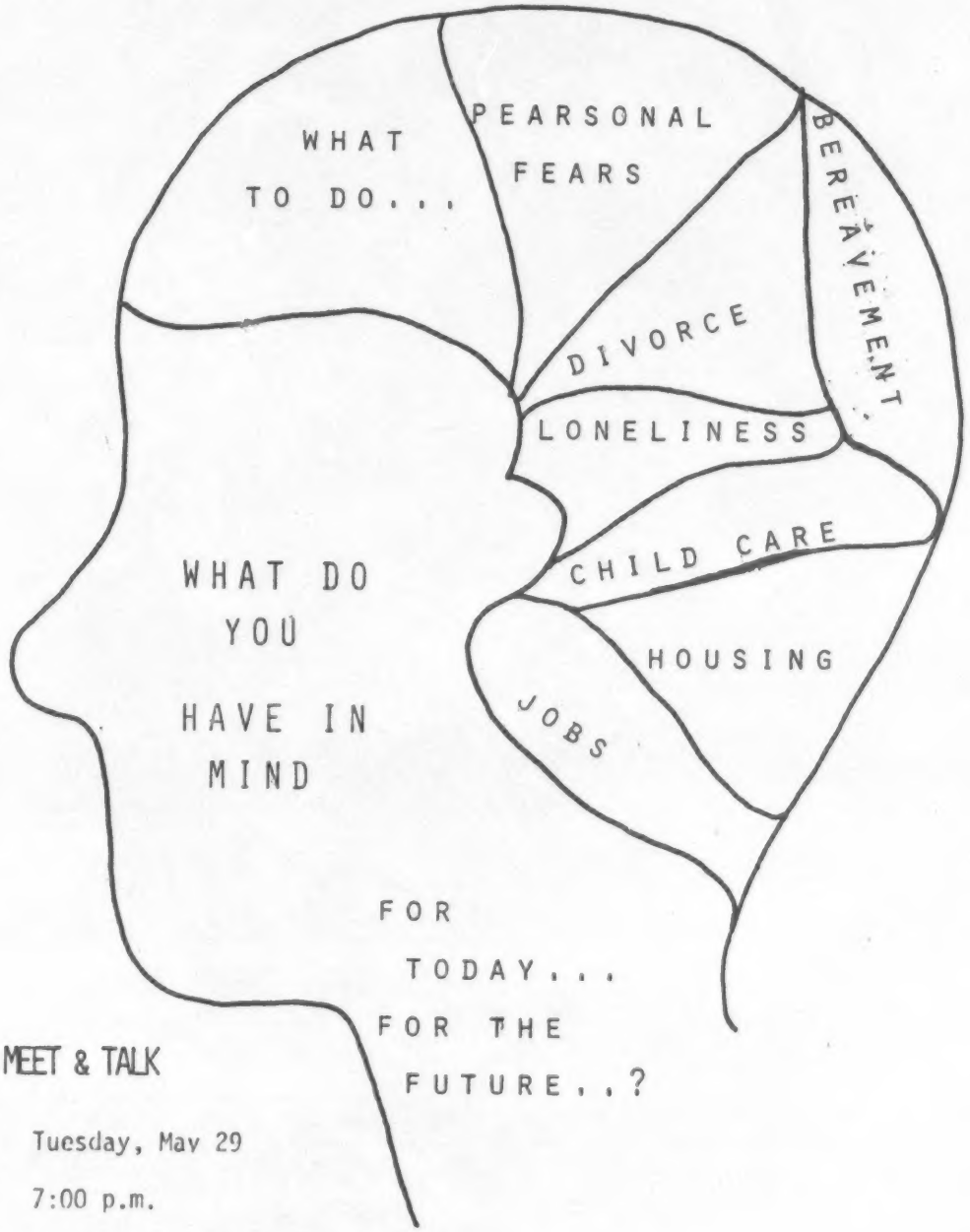
_____

_____

NOTE: This can be filled out by phone or personal interview.

APPENDIX C

HOMEMAKERS IN TRANSITION



LET'S MEET & TALK

Date: Tuesday, May 29

Time: 7:00 p.m.

Place: SWEPCO Hospitality Room
300 North College, Fayetteville

Sponsored by: Area of Vocational Education
Led by Kaye Brock and Marjorie Marugg

Future meetings: June 5, June 12 and June 14

For information & registration, call 575-4308 between 9 a.m. and 12 noon. Late registration at door. Classes are free.

APPENDIX D

Sample News Article

FOR YOUR INFORMATION ONLY

For release after Thursday, May 24.

Workshops Scheduled for Homemakers in Transition

For information, call Marjorie Marugg or Kaye Brock at 575-4308.

Focusing on the needs of Homemakers in Transition, a series of area workshops will begin Tuesday night, May 29, at 7 p.m., in the SWEPCO Hospitality Room, 300 North College, Fayetteville. Sponsored by the University of Arkansas' Area of Vocational Education, the sessions will be directed toward the following groups: Homemakers who have not previously been employed; homemakers who are employed part time but seek full time employment; single heads of households who lack job skills; and men and women who wish to train for nontraditional jobs.

Session leaders will be Kaye Brock, doctoral candidate, and Majorie Marugg, graduate associate, of the Area of Vocational Education. The leaders urge area homemakers to attend the free workshops and to share their needs and concerns.

According to Ms. Marugg, there are over 4.2 million women nationally and over 51,000 women statewide who fit this category. Almost half of Arkansas' female heads of household are below poverty level. About 20 percent of the state's single male heads of household are below poverty level.

In addition to the financial burden, the single heads of household often face tremendous psychological and sociological burdens. They must provide the same sustenance and support to their children that is provided by two-parent families. Many times this becomes impossible. They need a support system of family, friends and institutions to help them through crisis situations.

There are some private and public agencies willing to help these people, but it is difficult for each individual to ferret out these resources. The HIT leaders hope to serve as a clearing house.... helping to discover their needs, and helping them find available resources to meet their needs.

Unemployment and underemployment is a problem for many of them according to Ms. Brock. Divorced or widowed after devoting many years to a family, the homemaker is lost and does not know where to turn. She may have accumulated many job skills through volunteer work, community activities, and homemaking activities. Often the homemaker does not recognize these skills as suitable work experiences for obtaining employment.

We are counting on the business community to help this situation, said Ms. Marugg. Already a few local businesses are calling the employment office and requesting "older" (over 40) workers. While they may do less work in a given time, they tend to do it better. Studies have shown that the older workers are often more dependable and stay with the job longer than their younger counterparts. If the employers will look past their faces and figures, they will visualize the substantial years of productive work ahead for the Homemaker in Transition.